Graduate Council Curriculum Report

The Graduate Council Curriculum Report (GCCR), which includes all graduate curricular proposals approved through the Graduate Council curricular review process, is published 12 times each calendar year.

Questions/comments regarding the GCCR or its contents may be directed to the Director of Graduate Education Administration.

April 26, 2017

Graduate Degree Programs

ADD

**Criminal Justice Policy and Administration** - add a new intercollege graduate program offering the M.P.S. degree (College of the Liberal Arts), page 13

**Energy, Environmental, and Food Economics** – add a new intercollege graduate program offering the Ph.D. and M.S. degrees and drop the graduate program in Agricultural, Environmental, and Regional Economics (College of Agricultural Sciences), page 49

**Visual Studies** – add a new dual-title Ph.D. graduate program (College of the Liberal Arts), page 118

CHANGE

**Business Administration** – change in M.B.A. degree requirements and confirming joint degree with Penn State Law (Smeal College of Business), page 150

**English** – adopt the dual-title in Visual Studies for the Ph.D. (College of the Liberal Arts), page 174

**German** – adopt the dual-title in Visual Studies for the Ph.D. (College of the Liberal Arts), page 198

**Management and Organizational Leadership** – change M.P.S. degree requirements (Smeal College of Business), page 220

Graduate Courses

ADD

**CI 512**
Contemporary Educational Ethnography
CONTEMPO ED ETHNOG (3)
This seminar shows students how to use contemporary ethnographic theories and methods for education research to inform educational practice and policy. The contemporary movement might arguably be situated in the controversies of the 1980s and 90s, exemplified in Clifford and Marcus’s book, Writing Culture, in which they identified the epistemological and political predicaments and
controversies pertaining to “the crisis of representation” in the field of anthropology. CI 512 addresses methodological and theoretical approaches informed though literary, reflexive, postmodern, poststructural, feminist, multisensory, multimodal, multivocal, and postcolonial turns and the ways in which they inform educational ethnography. The course focuses on a comprehensive view of education—schools, cultural and community centers, home life—as sites for all ages to learn to become members of their culture(s). A significant and regularly occurring aspect of the class involves students engaging in contemporary ethnographic practices such as cartographic, photographic/videographic, arts-based, alternative writing, walking/movement, sensory, performative, and multimodal.

The course will intersperse readings of ethnography with readings about ethnography, largely within the contemporary sphere. The focus will be on contemporary movements that are likely to affect students as they consider ethnographic approaches for their dissertation topics (e.g., science education, musical training, literacy practice, critical race pedagogy).

PROPOSED START: FA2017

**ESC 545**  
Scientific and Engineering Foundations of Additive Manufacturing  
FOUND OF ADD MANUF (4)  
In additive manufacturing (AM), components are fabricated via sequential joining using a bonding agent, curing, sintering, or fusing. AM fabrication of metals, ceramics, polymers, and organics has been demonstrated and is actively being used in industry and academia. E SC 545 explores these processes with a focus on the fundamentals of sintering and fusion of metals, ceramics, and polymers. The topic is multi-disciplinary, requiring examination of individual AM system components, the physics of energy-material interactions, and the materials science at play during heat-reheat cycles. Opportunities for process sensing and real-time control are explored, as well as the role of post-process technologies in realizing serviceable components. These topics will lead to a discussion of methods and strategies to optimize component properties and characteristics. Current and potential impacts of AM on society are also covered.

PROPOSED START: FA2017

**GEOG 868**  
Spatial Database Management for the Geospatial Professional  
SPATIAL DATA MGMT (3)  
This course helps students learn how to create, maintain, and retrieve data from a spatially-enabled database. Access to accurate data is the cornerstone on which all successful professional geospatial organizations are built. The data stewards who maintain an organization's information systems therefore have a crucial role to play. The course begins by introducing relational database theories and structures that are common in both geographic and non-geographic contexts (e.g., Structured Query Language and database design). It then focuses on the special considerations involved in the management of a spatial database by demonstrating two commonly utilized professional approaches.

PROPOSED START: FA2017

**HIED 808**  
Pro-Seminar in U.S. Higher Education  
PRO-SEMINAR IN HED (3)  
This course is an overview of graduate study, professional careers, and professionalism in higher education. There are no prerequisites for the course and the course content assumes no prior knowledge of higher education as a field of study or as a place of employment. Learners will be actively engaged in developing skills needed for success as a graduate student and as a professional in higher
education or a related field. The goal of this course is to prepare students for success as graduate
students in the study of higher education and to develop a career plan for self-direction and lifelong
learning.

PROPOSED START: FA2017

**HIED 842**  
Administrative Leadership in Higher Education  
ADMIN LEADERSHIP (3)  
This course gives students an overview of administrative leadership within higher education institutions. Students learn about organizational structure, governance, leadership, decision-making, internal and external constituencies, culture, resources, and organizational change. Brief discussions of key organizational theories are included but the course primarily focuses on administrative practice.

PROPOSED START: FA2017

**HIED 843**  
Foundations of Student Affairs  
STUDENT AFFAIRS (3)  
This course examines the nature and purpose of the student affairs profession, its functions, and how they can be effectively managed, coordinated, and integrated as part of student learning in American institutions. It also explores institutional strategies for organizing, staffing, and funding the large portfolio of programs, services, and facilities designed to facilitate student learning and development at different types of institutions. Complementing material learned in other HIED courses, this course will explore the practical use of student development theory, student learning assessment, and organizational theory in student affairs.

PROPOSED START: FA2017

**HIED 846**  
College Students and Their Success  
COLL STU & SUCCESS (3)  
Numerous scholars, over many years, have explored a wide array of topics about college students—their preparation for college, their generalized and particularized characteristics, their behaviors in college, their attitudes about social issues, their relative success in achieving learning outcomes, their engagement (or lack thereof) with various components of the collegiate learning experience, their persistence, and the list goes on and on. This course probes a few of the many relevant avenues of inquiry that comprise ongoing efforts to study college students. More specifically, we will utilize Alexander Astin’s Inputs-Environments-Outcomes (IEO) model (1991) as a useful way to organize an analysis of college students, perhaps with slightly more emphasis placed on the Inputs component of Astin’s model.

PROPOSED START: FA2017

**HIED 849**  
Legal Issues in Higher Education  
LEGAL ISSUES IN HE (3)  
This course is an overview of the legal standards arising in higher education, including institutional legal obligations, the rights and responsibilities of faculty, staff, and students, and the legal and regulatory roles of states and the federal government. The course is intended to serve the needs of students with varied professional and academic interests related to higher education who would benefit from a greater understanding of the legal forces that affect colleges and universities.
HRER 805
Human Resource Management
HUMAN RESOURCE MGM (3)
HRER 805 Human Resource Management provides students who are relatively new to the field with a foundation in human resource management (HRM) as a career and a strategic view of the field of HRM. Understanding the importance of alignment among different HRM functions, having a systems perspective, and creating an awareness of multiple stakeholders and their impact on the practice of HRM are central to the course. How the different HRM functional areas including staffing, training, compensation, benefits, safety and health, and performance management individually and interdependently influence organizational performance and success will be emphasized. In addition, the role of ethics and the various forces that shape the talent philosophy and human resource management strategy of an organization will be covered. The role of the HR function as a strategic business partner in the creation and implementation of business policy and competitive strategy for both domestic and global organizations will be considered. Current trends in HRM and priorities including managing a diverse workforce and the challenges and opportunities of globalization, virtual work, changing performance management trends, and the changing nature of work relationships will also be covered. Various HRM career options and professional competencies required for success will also be explored.

NEURO 602
Supervised Experience in College Teaching
SUP EXP COL TEACH (1/Repeatable Max: 2)
Supervised experience in teaching and orientation to other selected aspects of the profession at The Pennsylvania State University.

CHANGE

OLD
ANTH 541
Current Literature in Human Ecology
CUR LIT HUMAN ECOL (1)
This seminar is designed to acquaint students with current research and related issues in human ecology.
This course (Journal Club) is a survey and discussion of recent, cutting edge research papers in the field of human ecology, including human behavioral ecology, human-environment interactions, environmental archaeology, evolutionary ecology, and ecological demography. It provides an overview to human ecology’s main research topics, and will give students experience in making critical evaluations of the use of theory, method, and analysis in the field.
EFFECTIVE START: FA2016

NEW
ANTH 541
Current Literature in Integrative Anthropology
CURRENT LITERATURE (1/Repeatable Max: 6)
This course (Journal Club) is a survey and discussion of recent, cutting-edge research papers across anthropology, including human ecology, archaeology, biological anthropology, and especially on work that is integrative among these areas of research and/or connects to other disciplines. This course will provide students with experience in making critical evaluations of the use of theory, method, and analysis in the field of anthropology.

PROPOSED START: FA2017

OLD
BA 500
Marketing Management
MKTG MGMT (1-3)
An examination of the role of the market place in company management.
EFFECTIVE START: FA2008

NEW
BA 800
Marketing Management
MARKETING MGMT (1-3)
An examination of the role of the market place in company management.
PROPOSED START: FA2017

OLD
BA 502
Team Process and Performance
TEAM PROC AND PERFMO (1-3)
BA 502 provides students with some basic knowledge about predictable team dynamics and how to constructively deal with issues that arise in the first year MBA teams. The course focuses on observation, diagnosis, and intervention skills for developing effective teams. Topics include diagnosing group dynamics, giving and receiving feedback to teammates, cross-cultural communication and conflict management techniques. The course provides a real-time practicum for diagnosing team issues and addressing team problems and conflicts. Students apply team process concepts and techniques as they work to complete team projects in their other core MBA classes. Students leave the course with an understanding of how to successfully lead a team and how to diagnose and correct dysfunctional team behaviors.
EFFECTIVE START: FA2008

NEW
BA 802
Team Process and Performance
TEAM PROC AND PERF (1-3)
This course provides students with basic knowledge about predictable team dynamics and how to constructively deal with issues that arise in the first year M.B.A. teams. The course focuses on observation, diagnosis, and intervention skills for developing effective teams. Topics include diagnosing group dynamics, giving and receiving feedback to teammates, cross-cultural communication, and conflict management techniques. The course provides a real-time practicum for diagnosing team issues and addressing team problems and conflicts. Students apply team process concepts and techniques as they work to complete team projects in their other core M.B.A. classes. Students leave the course with
an understanding of how to successfully lead a team and how to diagnose and correct dysfunctional team behaviors.

PROPOSED START: FA2017

OLD

BA 504
Ethical Leadership
ETH LEADERSHIP (2)
This course introduces students to their ethical responsibilities as business leaders.
PREREQUISITES: BA 501, BA 502
EFFECTIVE START: FA2008

NEW

BA 804
Ethical Leadership
ETHICAL LEADERSHIP (2)
The objective of the ethical leadership course is to raise awareness of the key role played as a manager and leader in creating and maintaining responsible business conduct in work groups and organizations. The course is also intended to enhance the student's ability to deal with the complexities of ethical decision making in today's dynamic business environment by clarifying and applying personal values.
PREREQUISITES: BA 801, BA 802
PROPOSED START: FA2017

OLD

BA 505
Negotiation Theory and Skills
NEGOT THRY AND SKILS (1-3)
The ability to effectively negotiate is an essential skill for managers. Negotiations not only occur with customers or clients, but also between bosses and subordinates, among teammates and across departments. Being able to craft a successful deal, especially in difficult circumstances, requires knowledge of yourself, as well as the substantive material that you are negotiating. Effective negotiators know their own limitations as well as their strengths. They also listen well and have good analytical skills. And, they can craft agreements that garner gains for themselves as well as for other if such gains are possible. Successful negotiating is also closely allied with successful teamwork since both processes require listening, persuasion and influence skills and creativity.
This course will introduce students to the difference between traditional (distributive) bargaining and interest-based (or integrative) negotiations. Students will learn the rudiments of interest-based negotiating and practice it in several negotiation simulations. They will learn how to identify their own and others' interests, to create and claim value and to craft constructive agreements for all parties. The course will concentrate on two person and small group negotiations as well as to deal with difficult opponents.
EFFECTIVE START: SU2010

NEW

HI ED 841
Negotiation Theory and Skills
NEGO THEORY SKILS (1-3)
The ability to effectively negotiate is an essential skill for managers. Negotiations not only occur with customers or clients, but also between bosses and subordinates, among teammates and across departments. Being able to craft a successful deal, especially in difficult circumstances, requires knowledge of yourself, as well as the substantive material that you are negotiating. Effective negotiators know their own limitations as well as their strengths. They also listen well and have good analytical skills. And, they can craft agreements that garner gains for themselves as well as for other if such gains are possible. Successful negotiating is also closely allied with successful teamwork since both processes require listening, persuasion, influence skills, and creativity.

This course will give students an overview of the difference between traditional (distributive) bargaining and interest-based (or integrative) negotiations. Students will learn the rudiments of interest-based negotiating and practice it in several negotiation simulations. They will learn how to identify their own and others' interests, to create and claim value and to craft constructive agreements for all parties. The course will concentrate on two person and small group negotiations as well as to deal with difficult opponents.

PROPOSED START: FA2017

OLD
BA 510
Supply Chain and Operations Management
SUP CHAIN OPS (1-3)
Introduction to the organizational processes and methods used to create and deliver goods and services.
EFFECTIVE START: FA2008

NEW
BA 810
Supply Chain and Operations Management
SC OPERATIONS MGMT (1-3)
This course is designed to provide students with an overview of the role of operations in the organization, the kinds of decisions operations and supply chain managers make, and the impact of these decisions on the strategic and tactical position of the firm. Supply chain management is a particular focus in the course. The interaction of production, distribution and information resources plays a critical role in developing and sustaining a firm's competitive advantage.
PROPOSED START: FA2017 OLD

BA 517
Communications Skills for Management
COMM SKILLS MGMT (1-4/Repeatable Max: 4)
Development of communication skills required for management; audience awareness, style, individual and group presentations.
EFFECTIVE START: FA1983

NEW
BA 817
Communications Skills for Management
COMM SKILLS MGMT (1-4/Repeatable Max: 4)
One of the most important skills M.B.A.s develop in business school is the ability to demonstrate the value of their experiences. This course provides students with targeted opportunities to develop this skill as they clearly, forcefully, and professionally represent ideas, opinions, and solutions. Students will
participate in various oral, written, and graphic projects during the course. After completing this class, students will have proficiency in representing their skills, expertise, and views to business partners (clients, colleagues, employers, and shareholders). This course is spread over two semesters (2 semesters, 4 M.B.A. modules). Residential M.B.A. students must complete all 4 credits (1 credit each in mods 1,2,3,4 for a total of 4 credits). The material builds on each prior module and applies communications skills to various applications.

PROPOSED START: FA2017

OLD

BA 531
Introduction to Finance
INTRO FIN (1-3)
An examination of the techniques available to aid the financial manager in decision making.
EFFECTIVE START: FA2008

NEW

BA 831
Foundations in Finance
FOUNDATION FINANCE (1-3)
This course provides a foundation in finance from the perspective of the firm. The objective is to show students that basic financial principles can be useful no matter the type of job taken. The two main topics of the course are: (1) how managers can use financial techniques to help them do their jobs and (2) how firms can use financial markets to solve financial problems. Topics discussed include the time value of money, criteria for asset selection, capital budgeting, the operation of security markets, portfolio theory and asset pricing, and the firm's cost of capital.
PROPOSED START: FA2017

OLD

BA 535
Global Perspectives
GLOBAL PERSPECTIVE (1)
An overview of the global business environment.
EFFECTIVE START: FA2001

NEW

BA 835
Global Perspectives
GLOBAL PERSPECTIVE (1-3)
This course starts with the reality that the United States is less influential in global trade, finance, economics, and business than it was in previous decades. Consequently, M.B.A. students need to be aware of the business environments of other countries, the influence of these countries in the global political economy, and new competitors emanating from other parts of the world. About two-thirds of the course is focused on understanding macroeconomic concepts, and analyzing the challenges and opportunities posed by some of the most important countries and regions and the companies headquartered there. Approximately one-third of the course examines global themes that affect virtually all companies, regardless of nationality. Companies that respond creatively to the challenges
posed by technology, sustainability, demographic change, urbanization, civil society, and related issues are likely to be more successful than those that do not.

The course uses an interdisciplinary approach to explore the dynamics of international business, globalization, and country/political risk. After reviewing important features of the international business landscape, we will examine the business environments of the world’s major regions and select countries, particularly those where students will be going for Global Immersion, while surveying macroeconomic terms and concepts along the way. The course concludes by examining how transnational themes may affect international business in the coming years.

PROPOSED START: FA2017

OLD

BA 536
Global Immersion
GBL IMM (1-3)

Global Immersion is designed around a visit to another economic region. In the past, MBA students have visited such countries as Belgium, Brazil, Chile, China, Czech Republic, France, Ireland, Turkey, and Singapore. In each country, students visit both local and multinational businesses to understand how a business gets established and run in another country; students also meet with industry and government officials to get their perspectives on the economic policies of the country. Each Immersion is coordinated by a faculty leader who plans the visit so as to appeal to a wide range of student interests.

EFFECTIVE START: SP2011

NEW

BA 836
Foundations in Finance
GLOBAL IMMERSION (1-3)

Global Immersion is designed around a visit to another economic region. In the past, MBA students have visited such countries as Belgium, Brazil, Chile, China, Czech Republic, France, Ireland, Turkey, and Singapore. In each country, students visit both local and multinational businesses to understand how a business gets established and run in another country; students also meet with industry and government officials to get their perspectives on the economic policies of the country. Each Immersion is coordinated by a faculty leader who plans the visit so as to appeal to a wide range of student interests.

PROPOSED START: FA2017

OLD

BA 580
Leadership Immersion
LDRSHIP IMMERSION (2)

Develops capabilities for providing strategic and principled leadership for individuals and groups in organizations.

PREREQUISITES: BA 501, BA 502

EFFECTIVE START: SU2016

NEW

BA 880
Leadership Immersion
LDRSHIP IMMERSION (2)
This course will provide practical and hands-on exposure to leadership training and exercises that can be applied in a diverse range of professional environments and business settings. Students will assess their own leadership strengths and development areas, develop an individual leadership development plan, apply that plan in a Leadership Immersion experience, and complete a reflection paper upon return. The course provides an opportunity to apply and integrate the knowledge and skills students developed throughout the program with strategic management and leadership concepts. Leadership Immersion off-site components take students to one- to two-day leadership development programs such as: the Fire Department of the City of New York (FDNY) Fire Academy; the U.S. Marine Corps Officer Candidate School in Quantico, Virginia; the U.S. Military Academy at West Point; and Gettysburg National Military Park. All of these off-site immersion experiences focus on leadership in situations that require rapid decision-making, communication, and team cohesion in a stressful or uncertain environment.

PREREQUISITES: BA 801, BA 802
PROPOSED START: FA2017

OLD

**EE 551**
Wavelets, Filter Banks, and Multi-resolution Analysis
WAVELETS (3)
Gram-Schmidt orthogonalization and orthonormal bases, filter banks, orthogonal wavelets and multiresolution analysis, fast wavelet transforms, various applications.
PREREQUISITES: EE 453, MATH 220
EFFECTIVE START: SP2008

NEW

**EE 551**
Wavelets and Sparse Signal Representations
WAVELETS & SPARSITY (3)
This course provides the foundation to understand and use wavelets and sparse signal representations. In particular, it develops sparse representations as an evolution of the discrete wavelet transform. Students will recognize, identify, and apply sparse and wavelet representations methodology to specific signal processing projects. Students will be shown multiple real world applications within this area and guided to apply the methodologies combined with their own domain knowledge.
PREREQUISITES: EE 453, MATH 220
PROPOSED START: FA2017

OLD

**HIED 552**
Administration in Higher Education
ADM IN HIGHER ED (3)
Philosophy of administration; principles of scientific management and their application in colleges and universities; case studies of administrative problems.
EFFECTIVE START: SU 1995

NEW

**HIED 552**
Administration and Organization in Higher Education
**ADMIN & ORGANIZATN (3)**
This course gives students an overview of key topics pertaining to administrative practice and organizational theory relating to higher education. Students learn about theory, organizational structure, governance, leadership, decision-making, culture, resources, and change. To prepare students for future research they may conduct, students will be asked to apply organizational theory to aspects of higher education.

PROPOSED START: FA2017

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<tr>
<th>OLD</th>
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<td>Social Justice Issues and Helping Skills for Student Affairs Professionals</td>
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<td>HELP SKILLS HI ED (3)</td>
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<tr>
<td>Explores diverse student populations, the value university communities place on these differences, and development of skills to assist these populations.</td>
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<table>
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<tr>
<th>NEW</th>
<th>HIED 844</th>
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<tr>
<td>Diversity and Inclusion in Higher Education</td>
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<td>DIVERSITY &amp; INCLUS (3)</td>
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<td>This course is designed to further develop diversity/intercultural competence for student affairs practitioners and to facilitate the practice of those skills in working in higher education settings. At the core of this class is a very deep and critical examination of one’s own social identity and how those identities impact individual experiences. With that greater understanding of self, this course also focuses on how student affairs practitioners become more aware of the special needs of students from marginalized populations. We will examine the role of higher education in raising awareness, increasing knowledge, and skills in working with diverse populations. The course will explore concepts of privilege, power, and oppression and their impact on higher education and in the broader society. This course is experiential, and students will practice proficiency development and skill building in both individual and group work. Due to the content of this course, students will be engaging in topics that may sometimes be very sensitive, tenuous, and complicated. Students will demonstrate active listening skills, empathy, integrity, and compassion in their interactions with others, and they will demonstrate cross-cultural communication skills.</td>
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<table>
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<tr>
<th>OLD</th>
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<td>College Teaching</td>
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<td>COLLEGE TEACHING (2-3)</td>
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<td>Principles involved in teaching at the college level; effective use of teaching aids; criteria used in evaluation.</td>
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<td>EFFECTIVE START: SU 1995</td>
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<table>
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<tr>
<th>NEW</th>
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<tr>
<td>Teaching and Learning in Higher Education</td>
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<td>TEACH &amp; LEARNING (3)</td>
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This course gives students an overview of the intricacies of college teaching and learning. There is both an art and a science to teaching and by exploring pedagogical issues and approaches, students will leave this class with a solid instructional foundation. They will have opportunities to learn independently, collaboratively, and reflectively as they question assumptions by reviewing current educational research, and practice instructional strategies. While teaching experience is a plus, it is not required. Being a learner, however, is not optional.

PROPOSED START: FA2017

OLD
HIED 860
Conducting Enrollment Management Studies
ENROLL MGMT STUDY (3)
Studies three stages of enrollment management: Pre-admission, initial student experience, and student success and completion.
EFFECTIVE START: SP2010

NEW
HIED 860
Enrollment Management
ENROLLMETN MGMT (3)
This course is designed to give students an overview of key components of strategic enrollment management. The course is divided into three parts. The first part, which contains the initial three lessons, presents core themes that permeate the class while also familiarizing students with the field of enrollment management. The second part addresses the core activities associated within enrollment management: recruitment, admissions, financial aid, and retention. The final part of the course focuses on current trends in enrollment management and on topics of interest to the students.
PROPOSED START: FA2017
Graduate Council  
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Office of the Dean of the Graduate School, 211 Kern Building, University Park. For more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

<table>
<thead>
<tr>
<th>College/School:</th>
<th>College of the Liberal Arts</th>
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<tbody>
<tr>
<td>Department or Instructional Area:</td>
<td>Department of Sociology and Criminology</td>
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New Graduate Program, Option, or Minor: Add

<table>
<thead>
<tr>
<th>Designation of new graduate program:</th>
<th>MPS CJPA</th>
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<tbody>
<tr>
<td>Classification of Instructional Programs (CIP) Code:</td>
<td>450401</td>
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Designation of new graduate option:

Designation of new graduate minor:

Indicate effective semester:
- First semester following approval X
- Second semester following approval

Existing Graduate Program Option, or Minor: Change Drop

| Current designation of graduate program: |
| Current designation of graduate option: |
| Current designation of graduate minor: |

New designation of existing graduate program (if changing):

New designation of existing graduate option (if changing):

New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above):

Indicate effective semester:
- First semester following approval
- Second semester following approval

Submitted by Graduate Program Head

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<th>John Iceland</th>
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<tbody>
<tr>
<td>Printed name</td>
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Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

<table>
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<tr>
<th>Lise Nelson</th>
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<tr>
<td>Printed name</td>
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Approved by College/School Dean/Chancellor (or Designee):

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<th>Eric Silver</th>
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College/School: Penn State Harrisburg
Department or Instructional Area: Criminal Justice

New Graduate Program, Option, or Minor: Add
Designation of new graduate program: Master of Criminal Justice Policy Administration
Classification of Instructional Programs (CIP) Code: 450401
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester:
First semester following approval
Second semester following approval

Existing Graduate Program Option, or Minor: Change Drop
Current designation of graduate program:
Current designation of graduate option:
Current designation of graduate minor:
New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):
Brief description of the change (if not noted above):

Indicate effective semester:
First semester following approval
Second semester following approval

Submitted by Graduate Program Head

Printed name
Signature
Date: 12/1/16

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

Printed name
Signature
Date: 12/1/16

Approved by College/School Dean/Chancellor (or Designee):

Printed name
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Proposal for a Master of Professional Studies (M.P.S.) in Criminal Justice Policy and Administration (CJPA)

School of Public Affairs, Capital College, in collaboration with the Department of Sociology and Criminology, the College of the Liberal Arts

1/20/2017
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Program Objectives

The proposed Master of Professional Studies (M.P.S.) in Criminal Justice Policy and Administration is designed for working professionals in criminal justice fields, such as policing, courts, corrections, probation/parole, offender or victim services, as well as those in government. The degree is also appropriate for post-bachelor’s degree students entering the work force. Combining theory and applied research in the criminal justice system, this degree allows professionals to gain graduate-level expertise in this applied field of study. This 30 credit program of study emphasizes the value of social science perspectives for the study of criminal justice practices and policies. All students will take a prescribed set of core courses, and then choose from among several electives. The degree culminates with a 3 credit capstone experience. The code for this program and associated core courses would be CJPA. This is a new program designed to be delivered via Penn State’s World Campus.

The program has five objectives. Students who complete the proposed M.P.S. in Criminal Justice Policy Administration should be able to:

1. Describe and summarize crime rates, trends, and patterns, and apply foundational knowledge of criminological theories devoted to explaining crime;

2. Discuss organizational structure, processes, and challenges of criminal justice institutions, and analyze past and current criminal justice policies and evidence-based practices;

3. Apply the foundations of contemporary ethical practices and effective leadership in the criminal justice profession;

4. Employ advanced knowledge in social science research and applied statistical methods, specifically focused on criminal justice issues;

5. Demonstrate advanced knowledge of criminal procedure.
Program Justification Statement

Need for Program

Organizations in the criminal justice system, namely, police, courts, corrections, community supervision, and offender and victim services, are becoming increasingly evidence-based in their practices and administration. Furthermore, criminal justice policy is becoming increasingly evidence-based, and there is growing demand for evaluation using social science methods. Thus, there is a growing need for people with sound, in-depth knowledge of the criminal justice system and criminal behavior, coupled with knowledge of the research methods necessary to evaluate criminal justice policies and practices at the local, state, and national levels. Examples of organizations and agencies that would make use of professionals with these skills include:

- State departments of corrections;
- State sentencing commissions and parole boards;
- Local, county, and state law enforcement, especially in administration and planning sectors;
- Local court administration, especially drug, DUI, and restorative justice “problem solving courts;”
- Local, probation, parole, and community corrections agencies;
- Public and private offender treatment agencies;
- State policy agencies focused on criminal justice (e.g., the Pennsylvania Commission on Crime and Delinquency, and similar agencies in other states).

At the national level, agencies that employ professionals with advanced criminal justice academic training and research skills include the U.S. Federal Bureau of Prisons, the United States Sentencing Commission, the Federal Judicial Center (which houses the Administrative Office of U.S. Courts, Federal Probation and the Federal Defenders’ Association), the U.S. Department of Justice and its various subdivisions (e.g., National Institute of Justice, Bureau of Justice Statistics, Office of Juvenile Justice and Delinquency Prevention, Administrative Office of U.S. Attorneys). All of these agencies formulate, implement, administer, and/or evaluate criminal justice policy.

Based on a market study by the Outreach Office of Marketing Research (OMR, 2014), a professional master’s degree in criminal justice is likely to be moderately successful. The proposed program faces similar marketplace challenges as the M.P.S. in Human Resources and Employment Relations (HRER; offered by the College of the Liberal Arts through the World Campus), in terms of the number of competitors, the number of annual
conferrals, and the credential not being required for career advancement. Despite a “challenging” market, HRER is one of the most successful degrees offered through the World Campus. Both fields of study have experienced above average growth in graduate degree conferrals indicating that the demand for the respective degrees is strong. We expect the proposed M.P.S. CJPA would fill a similar need for career professionals looking to differentiate themselves in the job market. The report indicated that despite the lack of requirement for graduate credentials in criminal justice, the number of conferrals has increased 58 percent since 2008.

Projected Program Size and Duration

Based on our experience in other World Campus programs we will plan for a conservative launch and then seek to grow the program (courses and enrollments) once hard evidence of increased demand emerges. We note that the M.P.S. in Human Resources and Employee Relations (HRER) began with 84 enrollments in 2008 and that five years later had an active enrollment of 484 students. The M.P.S. in Psychology of Leadership began with 16 students in summer 2015 with a total of 78 for the first year and 230 students in the second. We estimate an initial cohort size of 15 to 20 students per semester. Conservatively, we estimate that within five years we may have enrollments between 120 to 150 students. Penn State’s undergraduate program in Criminal Justice offered through the World Campus and administered academically by Penn State Harrisburg – the Capital College enrolled 379 majors during the 2015-2016 academic year. There is significant room for growth in the undergraduate program as courses are nearly fully enrolled each semester. There is reason to believe a significant proportion of undergraduate students would continue on for a master’s level CJPA degree, particularly if a corresponding IUG is established. Harrisburg also offers the only stand-alone M.A. degree program in Criminal Justice in the Penn State system. Begun over a decade ago, this program has enrolled an average of about 25 students annually, however in recent years enrollments have been declining, likely due to competition from online graduate programs offered by institutions with reputable Criminology/Criminal Justice residential programs (i.e., University of Cincinnati, Florida State University., Arizona State University).

We expect the duration of the program to be long term as the criminal justice field is expected to grow over the next decade. While the needs for professional education change, we plan on maintaining a vibrant program that is responsive to the professional while maintaining its roots in a research based institution. Penn State's Criminology graduate program is consistently ranked among the five best graduate criminology programs nationally, and faculty members conduct and publish research on a wide variety of crime and criminal justice topics. In addition, Penn State's Criminology faculty has substantial experience in research for and consulting with criminal justice policy agencies. Penn State Harrisburg's M.A. in CJ program has served both pre- and in-service students for over a decade, with an established track record of preparing graduates to continue on to doctoral study in Criminology and Criminal Justice. Faculty members routinely consult with federal, state and local government agencies, as well as
the private sector, on justice system issues. Penn State Harrisburg’s faculty also conduct and publish research on a wide variety of crime and criminal justice topics.

**Program Title Justification**

The graduate program name “Criminal Justice Policy and Administration” and the degree title of Master of Professional Studies (M.P.S.) are appropriate for the proposed program as they emphasize the application of theory and research literature and methods by professionals in or entering the various sectors of the criminal justice system.

Professionals in contemporary criminal justice, especially those in administrative positions, need:

- to understand applied criminological knowledge about crime rates and behavior,
- to have an in-depth understanding criminal justice as an institutionalized organizational system,
- to understand the basics of criminal law, procedure, and criminal justice ethics, and
- to be able to both conduct applied social science research on criminal justice topics and policies, and to critically evaluate research evidence in assessing policies.

The importance of the skills listed above is becoming more evident, as criminal justice organizations increasingly generate and use statistical data, and as policy making and evaluation becomes more evidence-based. For example, policing is becoming increasingly data-driven, as agencies map higher crime “hot spots” and allocate more police resources to these, and as police agencies seek to evaluate community policing and community relations programs. Courts and state commissions (such as the Pennsylvania Commission on Sentencing and others) generate and analyze prosecution, conviction, and sentencing data, and issue reports that become the basis for formulating and assessing court and sentencing policies.

Furthermore, the corrections and offender treatment fields are more evidence-based than they ever have been. These fields have been in at least a 25 year period of innovation and experimentation seeking “what works” in preventing re-offending, fostering offender reentry into law-abiding society, and addressing drug and alcohol dependencies. As the U.S. criminal justice system has begun a trend away from mass incarceration and toward diverting offenders from prison, the need for expertise in developing and evaluating effective evidence-based corrections practices will continue to grow. All of these field trends and needs are well documented in statements and publications by the two leading national professional associations in criminal justice and
criminology, the Academy of Criminal Justice Sciences (http://www.acjs.org/) and the American Society of Criminology (http://www.asc41.com/). These professional associations hold annual conferences, and sponsor several refereed academic journals and also trade publications where the applied criminal justice research is regularly published. These journals include *Criminology and Public Policy* (http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1745-9133), *Justice Quarterly* (http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rjqy20#VxfhLE0UVMw), *Criminology* (http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1745-9125/homepage/ProductInformation.html) and *Journal of Criminal Justice Education* (http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rcej20#Vxfho00UVMw).

The Department of Sociology and Criminology offers a Doctor of Philosophy (Ph.D.) in Criminology, and the Criminal Justice Program of the Capital College School of Public Affairs offers an in-residence M.A. in Criminal Justice. The proposed M.P.S. in Criminal Justice Policy and Administration will utilize online versions of a few existing residential courses from these two programs, and will rely on faculty expertise in criminal justice and criminology based within the Criminal Justice program in the School of Public Affairs at the Capital College and the Criminology program in the Department of Sociology and Criminology in the College of the Liberal Arts at University Park.

**Impact on Current Offering and Faculty Load**

As described below, this M.P.S. involves five new proposed courses, the online adaptation of other courses, and the use of current World Campus courses. Preparing these courses will increase faculty load both during course development and during delivery. However, the program’s business model is to be financially self-sustaining, including the provision of faculty salary for the design and delivery of courses. External resources will be hired to assist in the design of courses as needed, but will serve under the academic oversight of the program faculty. It is important to note that while this proposal is based on seven new and two existing courses (plus other electives available from other World Campus programs), the process of adding new courses to the M.P.S. is likely to continue.

It is anticipated that faculty (including lecturers with appropriate Graduate School and University approvals) will contribute to the teaching of online courses and the mentoring of students during their capstone project (CJPA 808), a course that will be typically taken towards the end of the student’s coursework in the M.P.S.

Graduate faculty from the Capital College and the College of the Liberal Arts will serve as advisers for the program. Initially, the Program Chair and the Program Co-Chair will assume these responsibilities. If the program grows to the point where this is no longer feasible, the academic units will distribute advising load among the members of the
M.P.S. faculty. When students have specific academic, professional, or career-related questions or concerns that are best addressed by faculty, the Chair/Co-Chair will refer students to the graduate faculty member best equipped to assist the student.

The College of the Liberal Arts, in consultation with the Capital College will appoint a Program Chair who will have responsibility for oversight and operation of the program. This person will be a Category R member of the Graduate Faculty. The work required to perform this responsibility will be included as a part of the faculty member’s normal workload. The faculty member will also teach in the program, and will receive an appropriate reduction in teaching load in return for serving as the director of the M.P.S. in Criminal Justice Policy and Administration. The School of Public Affairs will appoint a Co-Chair who will coordinate with the Chair to assure progress in course development, schedule courses and assign instructors from the College of the Liberal Arts and Capital College, and support the Chair to assure the success of the program.

**New Courses Proposed for the Program**

The following prescribed courses have been proposed to form the core of the M.P.S. in Criminal Justice Policy and Administration:

- CJPA 501: Criminal Justice Institutions
- CJPA 502: Theories of Crime
- CJPA 808: Criminal Justice Policy and Administration Capstone
- CJPA 820: Criminal Procedure
- CJPA 865: Criminal Justice Ethics in a Diverse Society

**Existing Courses to be Included in the Program**

The depth and breadth of expertise throughout the Penn State system allows us to include the following courses as part of the M.P.S. in Criminal Justice Policy and Administration:

Existing World Campus courses:
- CRIM/SOC 467: Law & Society
- CRIM 482: Seminar, Criminal Justice Administration
- CRIMJ 408: Police Administration
- CRIMJ 430: Alternatives to Incarceration
- PADM 500: Public Organization and Management
- PADM 507: Introduction to Public Policy Analysis
- PLSC 471: American Constitutional Law
- PLSC 472: The American Legal Process
- PLSC 490: Policy Making and Evaluation
- PSY 532: Psychological Foundations of Leadership
Existing residential courses to be developed for online delivery:
- CRIM/CRIMJ 432: Crime and the American Court System
- CRIM 430: American Correctional Institution
- CRIM 433: Sentencing
- CRIMJ 502: Public Policy and the Criminal Justice System
- CRIMJ 503: Advanced Statistics in Criminal Justice
- CRIMJ 504: Criminal Justice Organization and Management
- CRIMJ 564: Administrative and Legal Aspects of Corrections
- PADM 535: Policy Analysis and Planning
- PADM 550: Policy and Program Evaluation

**Proposal and Development of Additional Courses**

We see the M.P.S. in CJPA as a dynamic program. The courses listed above are the highest priority for development and delivery as they represent foundational courses for a successful M.P.S. in Criminal Justice Policy and Administration. However, we envision the creation of additional courses over the next few years as driven by student demand.

**How the Program Strengthens the Existing Programs of the College(s) and University**

The proposed online M.P.S. in Criminal Justice and Policy Administration program will provide a much needed training resource for working professionals in the criminal justice field.

Penn State's Criminology graduate program is consistently ranked among the five best graduate criminology programs nationally. Faculty members conduct research on a wide range of topics in criminology, including: justice system decision making; violence and victimization; crime in the life course, religion and crime, white collar crime, communities and crime; and evaluation of programs and policies in the justice system. Faculty routinely receive research funding from the National Science Foundation, National Institute of Justice, National Institute of Mental Health, the Pennsylvania Commission on Sentencing, the Pennsylvania Commission on Crime and Delinquency, and the John D. and Catherine T. MacArthur Foundation. In addition, Penn State’s Criminology faculty have substantial experience in research for criminal justice policy agencies, and has strong relationships with the Pennsylvania Commission on Sentencing, the Pennsylvania Interbranch Commission on Racial, Ethnic, and Gender Fairness, and the Penn State Justice Center for Research.

The Capital College’s graduate faculty conduct research and consult with agencies on topics such as race and crime, prison violence and disorder, geospatial crime analysis, specialty courts for specific offender types, and drug use patterns and trends. Faculty in current and past funded research projects have partnered with entities across the
various levels of government (i.e., city of Harrisburg, Dauphin county, the National Institute of Corrections), and have also included international collaborations. In the past ten years, the program’s faculty has doubled in size to keep pace with increased residential and online enrollments and boasts graduates of some of the top doctoral programs in criminology/criminal justice in the U.S.

Non-duplication of Other Degree Programs

There is no other master’s degree program within the Penn State system that focuses primarily on criminal justice, applied policy evaluation, and criminal justice administration. Only two other departments or programs in the Penn State system offer graduate level degrees related to criminal justice. The Department of Sociology and Criminology offers an M.A. and Ph.D. in Criminology, and its M.A. is not intended to be a terminal degree. The Criminology M.A. and Ph.D. are strictly academic degrees, with a strong social science (particularly sociological) orientation. The Criminology degrees focus on the social scientific explanation of criminal behavior and the behavior or criminal justice organizations and actors, emphasizes cutting-edge quantitative research methods, and prepares students primarily for careers in academic research and teaching. The Criminology degrees do not emphasize applied research or policy evaluation. In short, the Criminology degrees are not oriented toward criminal justice practitioners, and the program in fact dissuades those solely interested in criminal justice policy and applied practice from entering the program. Finally, the Criminology graduate degrees are not offered in the World Campus setting, and will not be in the future.

While the M.A. in CJ offered residentially at the Capital College is more similar substantively to the proposed M.P.S. than is the M.A. in Criminology offered at University Park, there are a number of pedagogical differences. First, the M.A. in CJ is a research-based degree that culminates in either a thesis or successful completion of comprehensive examinations, both of which are different than the capstone requirement of the M.P.S. program. Second, while there may indeed be some overlap in the student populations served by both the M.A. in CJ and the M.P.S. in CJPA, the niche that the M.A. in CJ has attempted to fill since it came into existence was to prepare students for advanced study in criminology/criminal justice, law, or a related social science discipline. The program was structured so that small, seminar-style classes would be the norm and that students would be immersed in the most up-to-date empirical literature pertaining to the study of crime and justice. Third, and related to the above, the M.A. in CJ emphasized scholarly collaboration between students and individual faculty members in the form of conference presentations, paper competitions, and peer-reviewed publications. To that end, the M.A. in CJ has an established track record of such activity by students. It may indeed be the case that students in the M.P.S. pursue a similar focus, but the proposed curriculum and structure of the program are not specifically designed training for careers in academe. Thus, the M.P.S. fills a critical need in the discipline for graduates working in the justice system and acting as a bridge
between the evidence-based research and putting results into practice in the criminal justice process.

In sum, the neither the Criminology program nor the Criminal Justice program serves a criminal justice practitioner population who is interested in gaining applied criminal justice policy knowledge and developing applied research and evaluation skills. This population is furthermore not served in the setting most appropriate and convenient for it, the World Campus.

By contrast, the M.P.S. proposed here serves the working criminal justice professional population that is not served by the Criminology graduate degrees or the Capital College in-residence M.A. in Criminal Justice. It serves them in the World Campus environment that is most convenient and appropriate for them, as they continue to work in the field. This M.P.S. focuses on practical application of theoretical knowledge, policy development and evaluation, and contemporary criminal justice administration issues, problems, and challenges.

** Appropriateness of the Program for Off-Campus Delivery **

This M.P.S. CJPA program is designed for Internet-based, off-campus delivery via Penn State’s World Campus to an audience comprised of working adult professionals studying part-time at a distance. Instead of moving to one of the places that offer a residential program in Criminal Justice or Criminology, and one that may not fit their needs as criminal justice practitioners, these professionals will find an option to pursue their interests through this program.

The success of other professionally oriented online programs such as Public Administration, Human Resources and Employee Relations, Homeland Security, and Psychology Leadership, indicate that the Capital College, the College of the Liberal Arts, and the World Campus possess the capacity and commitment needed to offer the high-quality off-campus program described in this document.
Program Operation and Maintenance

Program Administration

The program organizational structure will consist of:

1. An Oversight Committee;
2. The Program Chair from the academic and administrative home;
3. The Program Co-Chair from the other campus partner;
4. A Director of Graduate Studies (DGS) at each campus;
5. Academic Advisors;
6. Graduate Program Faculty.

For the launch of the program, the Department of Sociology and Criminology in the College of the Liberal Arts at University Park will assume academic and administrative authority. These responsibilities will rotate to the School of Public Affairs, the Capital College three years after program launch. The academic and administrative home will rotate every five years thereafter.

Oversight Committee

The M.P.S. in Criminal Justice Policy and Administration will have an oversight committee comprised of five members. This committee will meet at least once per academic year. The committee will provide general oversight, governance, and direction. The Oversight Committee will review the development of the program and provide suggestions on how the program can respond to changes in, for example, the size of the program, student population and needs, or changes in the market or broader criminal justice environment.

The Oversight Committee will consist of:

- Chair of the M.P.S. in CJPA.
  - For the inaugural three years of the program while the academic and administrative home of the program will reside in the College of the Liberal Arts. The Chair of the M.P.S. in CJPA will be the head of the graduate program in Criminology and Associate Department Head of Sociology and Criminology in the College of the Liberal Arts (currently, Dr. Jeffery Ulmer).
- Co-Chair of the M.P.S. in CJPA.
For the inaugural three years of the program the Co-Chair will be the head of the graduate program in Criminal Justice at Capital College, School of Public Affairs (currently, Dr. Shaun L. Gabbidon, Distinguished Professor of Criminal Justice)

- Director of Graduate Studies for the College of the Liberal Arts
  - The DGS for the College of the Liberal Arts will be the Director of Graduate Studies for the graduate program in Criminology (currently Dr. Jeremy Staff)

- Director of Graduate Studies for the Capital College
  - The DGS for the Capital College will be the Program Coordinator for the M.A. in Criminal Justice at Capital College (currently Dr. Don Hummer)

- Senior Associate Dean of the Graduate School (Currently Dr. Michael Verderame, Professor of Medicine)

- The Chair brings governance and policy issues to the Oversight Committee. The Chair serves as the liaison to the Graduate School and the World Campus.

Program Chair and Chair and Co-Chair

The Chair and Co-Chair administer the program on a routine basis, each primarily responsible for supervising courses and instructors offered from their own home campus in conjunction with their campus DGS. They will also serve as faculty, and will be expected to teach courses (at a reduced load) in the program. They will work with their academic unit and World Campus course development personnel in course development and revision. Responsibility for the program’s courses is divided between the two campuses. For example, in the M.P.S. in CJPA core, responsibility for developing and staffing the six courses are divided equally between the Criminology Program at University Park and the Criminal Justice Program at Harrisburg.

DGS Responsibilities

In conjunction with the Chair or co-Chair at their respective campus, each DGS is responsible for ensuring that the program runs smoothly and efficiently, and that student needs are being addressed.
**Academic Advisors**

The College of Liberal Arts and the Capital College will each assign academic advisors. The advisors will provide students with guidance in course selection and connections to academic resources. Per Graduate School policy, academic advisors will be selected from graduate faculty.

**Faculty**

The faculty members ascribed to the M.P.S. in Criminal Justice Policy and Administration come from diverse backgrounds which will not only provide students with an ample selection of potential mentors, but also with exposures to multiple areas of applied research. The faculty will teach courses, and revise courses or develop new ones according to program needs. A full list of Graduate Faculty for the M.P.S. in CJPA can be found in the *Bulletin* description.
Mechanism for Assessing Program Quality

The quality of the proposed M.P.S. in Criminal Justice Policy and Administration will be assessed using multiple criteria at various stages of curriculum and course development and initial program implementation, as well as on an ongoing basis once the program is fully operational.

Curriculum Development

The requirements and structure of the proposed M.P.S. in Criminal Justice Policy and Administration were developed by faculty with both expertise in criminology and criminal justice and in managing graduate training programs in these fields: Dr. Jeffery T. Ulmer (Professor of Sociology and Criminology and Associate Head of the Department of Sociology) and Dr. Don Hummer (Associate Professor of Criminal Justice). Drawing on their expertise they identified key topics and developed course outlines for each of the six proposed core courses. The resultant program is a thorough revision of the initial program evaluated by the World Campus Outreach Marketing and Research and by the ACGE in the initial prospectus prepared in July 2015.

Course Development

The Program Chair, Co-Chair, and graduate faculty members within the programs in Criminology (University Park) and Criminal Justice (Harrisburg) will develop courses for this M.P.S. program. The course development process will include reviews at several stages to ensure course quality (CRCS process). Once courses have been approved, the Graduate Faculty will expand the initial topical outline for courses to include specific learning elements and incorporate innovations within the field, and assessments for each lesson will be developed with the assistance of learning designers. The final courses will be reviewed by the program Chair and Co-Chair for content and appropriate delivery methods. We plan to review each course every two years to ensure that the materials are still contemporary and relevant.

Course Evaluation

Instruction will be evaluated for each course section with the end-of-course Student Rating of Teaching Effectiveness (SRTE) surveys administered online by the Office of the Vice Provost of Academic Affairs. In addition, the program will perform peer-reviews of new faculty in order to mentor and develop the quality of instruction. These reviews will occur during the first year that faculty teach and at least every three years thereafter and will be administered by the academic unit sponsoring the course.
Program Quality Assessment

Students will be asked to complete surveys assessing the quality of various aspects of the proposed M.P.S. in Criminal Justice Policy and Administration. Survey topics will include: availability of courses, advising practices, program relevance and applicability for their career plans and personal goals, instructional technology and modalities. This survey will be conducted at the end of each academic year. After completing the program, students will be asked to complete an exit survey in order to gain feedback on the overall program.

In compliance with Graduate Council policy, the M.P.S. in Criminal Justice Policy and Administration program will report back to the Committee on Programs and Courses three years after beginning the enrollment of students with information to assess the success and quality of the program. Guidelines for reporting are provided by the office of the Dean of the Graduate School.

Facilities

The proposed program will be delivered through Penn State’s World Campus. However, office space for the Chair and the DGS from the College of the Liberal Arts, and any needed support staff for the Chair, DGS and other Liberal Arts faculty members of the M.P.S. in CJPA will be provided by the College of the Liberal Arts.

In the same fashion, office space for the Co-Chair and the DGS from the Capital College, and any needed support staff for the Chair, DGS and other Capital College faculty members of the M.P.S. in CJPA will be provided by the Capital College.

The needs of the program will be assessed on a yearly basis to ensure adequate space is provided.
Residency for Online Delivery

Professional master’s degree programs must incorporate as many of the essential elements of residency as possible, including faculty-student and student-student interaction and access to instructional resources and other experiences. These other experiences must include exposure to and socialization in the field of study and academic advising. Below is a description of how the proposed M.P.S. in Criminal Justice Policy and Administration will address the elements of residency.

Interaction between Faculty Members and Students Above and Beyond Direct Instruction

**Academic Advising:** Students will work with the Chair / Co-Chair and/or academic advisers to develop a professional development plan and a plan of study pertaining to the M.P.S. Advisers and students will meet via e-mail, telephone, videoconference, and other distance technology when appropriate.

**Academic Integrity:** The proposed M.P.S. in Criminal Justice Policy and Administration will provide orientation documents that outline the course of study and the policies applicable to students including expectations relating to academic integrity.

Per requirements for graduate students instituted by the Office for Research Protections, all students in the M.P.S. in Criminal Justice Policy and Administration will complete Scholarship and Research Integrity (SARI) training. This training includes an online course module prepared by the Collaborative Institutional Training Initiative (CITI), housed by the Biomedical Research Alliance of New York (BRANY), and five hours of discipline-based discussion. The CITI module introduces graduate students to responsible conduct of research (RCR), and provides an interdisciplinary overview of research ethics. Students will complete the five-hour CITI introductory course through CJPA 865: Criminal Justice Ethics in a Diverse Society. The capstone course (CJPA 808) will also contain a lesson about research ethics, thus complying with the additional five hours of discipline-based discussion required by SARI. The Chair will send reports to the Office for Research Protections (ORP) at the end of each academic year.

**Open discussion:** Online courses will include threaded text discussions via Canvas with required feedback from fellow students. The course instructor will serve as a moderator of all discussions. Given the geographical distribution of M.P.S. students across several time-zones, live chats and video-conferences will be scheduled with as much flexibility as possible and if necessary include multiple time options for participation.
Interaction Among Peers

Collaborative work groups: We expect that team projects will be required in some of the proposed M.P.S. in Criminal Justice Policy and Administration courses. In most classes instructors will promote cooperation between M.P.S. students via the use of discussion threads, chat rooms and other communication technologies. Depending on course enrollment, instructors will explore the creation of teams or clusters of M.P.S. students to work together on specific tasks and engage group discussion associated with course materials.

Access to Information and Instructional Resources

Penn State’s University Libraries provide a wide variety of resources to students enrolled in programs through the World Campus. These resources include full access to the Library’s electronic catalog, databases, research support, and delivery of circulating materials through Library Distance Delivery Services.

Exposure to and Socialization in the Field of Study

Participation in professional activities: We will encourage students to attend professional conferences as these afford opportunities to meet with like-minded students and professionals in the field. Students will be encouraged to become active members in professional associations as appropriate (e.g., Academy of Criminal Justice Sciences, American Society of Criminology, regional associations). Information about professional associations and annual conferences will be discussed in the subsection Membership in academic and professional groups in the Identification with Penn State section of this document.

Access to Suitable Academic Advising and Support Services

Academic Advising: Both the College of Liberal Arts/Department of Sociology and Criminology and the Capital College School of Public Policy will assign a graduate faculty member to serve as academic advisers. Students will be assigned to the academic advisers. Allowing for program growth, additional graduate faculty may be assigned advising responsibilities. At the moment of admission, the students will work with their advisers to develop a professional development plan and plans of study for the program including advising on their CJPA 808: Criminal Justice Policy and Administration Capstone. Advisers and students will meet via e-mail, telephone and other distance technology. If the program grows to the point where this is no longer feasible, the academic units will distribute advising load among the M.P.S. CJPA faculty members, who will work with students on routine advising issues. General policies and procedures will be posted in the program’s website. The DGS will answer general questions or direct students to the appropriate resources.
World Campus Student Services: The World Campus Student Services is responsible for inquiries about registration, admission processes, collects and accounts for fees, and maintains student records. The “Helpdesk” provides technical support for students with regards to their Penn State Access Account, CANVAS Learning Management System, institutional e-mail, and other technical difficulties (http://student.worldcampus.psu.edu/student-services/helpdesk). Delivery of books and other class materials will be handled by the World Campus’ Library Services branch (http://student.worldcampus.psu.edu/student-services/library-services).

Contribution of Graduate Students to the Degree Program, the College, and the University

Student e-portfolios: Students will be encouraged to develop e-portfolios to share information about their academic and professional accomplishments. These portfolios will include their academic and professional information, official contact information and a sample of their work completed during their enrollment in the M.P.S. program (e.g., course papers, class reports and presentations as appropriate).

Peer Mentoring and Support: M.P.S. students will be encouraged to serve as contacts and mentors to each other. Each student will have access to the institutional emails of all M.P.S. students within their course and the course instructors will provide the resources to incentivize group discussions about the program. A mentoring-discussion forum will be made available for students to post their questions and concerns, and other students will be able to provide them with feedback. New questions will be included in the weekly e-mails sent to the students and faculty.

M.P.S. students may feel more comfortable consulting fellow students before contacting faculty members. Often times the questions gravitate around class expectations and how each student’s experiences are similar to or different from others who have been in their position.

Identification with Penn State

Communications: Students of the M.P.S. in CJPA will receive communications from the program, department, and the colleges. The program’s website will highlight information about students, faculty and mentors of the M.P.S. program.

Membership in academic and professional groups: Students will be encouraged to join professional and academic associations, such as the two leading national professional associations in criminal justice and criminology, the Academy of Criminal Justice Sciences (http://www.acjs.org/) and the American Society of Criminology (http://www.asc41.com/), as well as regional criminal justice associations.
Academic Advising and Learning Support

As mentioned, the Department of Sociology and Criminology, College of the Liberal Arts, and the School of Public Affairs, Capital College will each assign an academic adviser to the program at the beginning of the program. If needed, the respective units will distribute academic advising among graduate faculty. Student advising duties will consist, at a minimum, of:

1. an annual meeting (via videoconference or phone) to review a student’s progress and professional plans;
2. provision of guidance and approval of course selection;
3. referral of resources for assistance when issues arise that prevent students from reaching their full potential.

The World Campus provides graduate level writing support through Tutor.Com for students in their writing regardless of their area of study. A Peer-Reviewer Consultant (tutor) meets with the student for 30 to 60 minutes over the internet and discusses writing structure, flow and logic, appropriateness of arguments and formatting.

Facilities

The proposed program will be delivered through Penn State’s World Campus. However, office space for the Chair, Co-Chair, DGS, and other members of the M.P.S. in Criminal Justice Policy and Administration will be provided by the College of the Liberal Arts or the Capitol College as applicable. The needs of the program will be assessed on a yearly basis to ensure adequate space is provided.

Libraries

The Penn State University Libraries provide extensive resources to students who enroll through the World Campus. Students and faculty members in the M.P.S. CJPA will be able to use library resources (articles, e-books, media, and other materials). The libraries provide online tutorials and orientation to students who may not be familiar with using the Library resources.

Learning resources will be prepared for the student to understand the nature of the capstone project, its structure and the resources available to support this project.

Technological Resources Needed by Students

Students will need access to an Internet-linked computer with video and audio capabilities in order to take part in the M.P.S. in CJPA. Software such as SPSS will be
used for the courses on research methods and statistics. Students have access to statistical software through the WebApps interface (webapps.psu.edu). WebApps provides students with commercial software used such as SPSS for data management, geographic and statistical analysis.

**Computing Hardware**

Students are expected to have access to networked computers that meet minimum specifications outlined in the technical requirements published by the World Campus. The requirements are published and updates can be found at: [https://www.worldcampus.psu.edu/general-technical-requirements](https://www.worldcampus.psu.edu/general-technical-requirements).

**Technology Orientation**

Students will receive an orientation to online learning environment used in the program during the orientation course and will have access to tutorials through the program’s website.
Graduate Bulletin Copy

Criminal Justice Policy and Administration

Jeff Ulmer, Professor of Sociology and Criminology
211 Oswald Tower
University Park, PA 16802
814-865-6429

Degree Conferred

Master of Professional Studies (M.P.S.)

The Graduate Faculty

Eileen M. Ahlin, Ph.D. (UNIVERSITY OF MARYLAND COLLEGE PARK), Assistant Professor of Criminal Justice

Mark Bergstrom, M.A. (PENNSYLVANIA STATE UNIVERSITY), Executive Director, The Pennsylvania Commission on Sentencing, Senior Lecturer in Criminology, Adjunct Professor of Law, Duquesne University.

Anne S. Douds, Ph.D. (GEORGE MASON UNIVERSITY), Lecturer in Criminal Justice

Shaun L. Gabbidon, Ph.D. (INDIANA UNIVERSITY OF PENNSYLVANIA), Distinguished Professor of Criminal Justice

Jennifer C. Gibbs, Ph.D. (UNIVERSITY OF MARYLAND COLLEGE PARK), Assistant Professor of Criminal Justice

Daniel A. Howard, Ph.D. (UNIVERSITY OF DELAWARE), Lecturer in Criminal Justice

Donald C. Hummer, Ph.D. (MICHIGAN STATE UNIVERSITY), Associate Professor of Criminal Justice

John D. Iceland, Ph.D. (BROWN UNIVERSITY), Professor of Sociology and Demography, Head, Department of Sociology and Criminology.

Philip R. Kavanaugh, Ph.D. (UNIVERSITY OF DELAWARE), Assistant Professor of Criminal Justice

John H. Kramer, Ph.D. (UNIVERSITY OF IOWA), Professor Emeritus of Sociology and Criminology
Joongyeup Lee, Ph.D. (SAM HOUSTON STATE UNIVERSITY), Assistant Professor of Criminal Justice

Siyu Liu, Ph.D. (SUNY ALBANY), Assistant Professor of Criminal Justice

Tim Robicheaux, Ph.D. (UNIVERSITY OF NEBRASKA), Lecturer in Criminology

Jennifer L. Schally, Ph.D. (UNIVERISTY OF TENNESSEE AT KNOXVILLE), Lecturer of Criminal Justice

Martha Gault Sherman, Ph.D. (PENNSYLVANIA STATE UNVIERSITY), Lecturer in Criminology and Sociology

Howard Smith, Ph.D., J.D. (UNIVERSITY OF WISCONSIN-MADISON), Lecturer in Criminology

Jeremy Staff, Ph.D. (UNIVERSITY OF MINNESOTA), Professor of Sociology and Criminology, Director of Graduate Studies, Criminology Program

Jeffery T. Ulmer, Ph.D. (PENNSYLVANIA STATE UNIVERSITY), Professor of Sociology and Criminology, Associate Head, Department of Sociology and Criminology.

Gary Zajac, Ph.D. (UNIVERSITY OF PITTSBURGH), Director, Penn State Justice Center for Research

Master of Professional Studies in Criminal Justice Policy and Administration

The M.P.S. in CJPA degree program capitalizes on Penn State’s strengths as a premier research institution to provide an advanced professional degree in criminal justice policy and administration. Combining theory and applied research, this degree allows professionals and students entering the work force to gain graduate level expertise in this growing, applied field of study. The degree caters to professionals in criminal justice (broadly, policing, courts, corrections, probation/parole, and treatment), government, administration, and offender or victim services. The 30-credit program of study emphasizes social science perspectives to the study of criminal justice. The degree consists of core courses (18 credits) and allows students to choose from among several electives.

Admission Requirements

Educational Background

Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.
Students who do not have an undergraduate GPA of at least 3.0 will be considered on a case-by-case basis depending on the quality of their overall application. Work experience will be considered for applicants who have more than two years of experience in a related field.

**Core Application Packet**

- Completed official online Graduate School application and payment of a nonrefundable application fee.
- Statement of purpose: a 2-3 page essay articulating career and educational goals that demonstrate the student’s written communication skills and describes their background with basic statistics education and/or usage.
- A current curriculum vitae (vita) or résumé.
- Three letters of recommendation that attest to the student’s readiness for graduate study. Letters must be submitted through the online application system. Within the online application you will be asked to enter the names and email addresses of three individuals who will be providing your recommendation. Those individuals will receive a note via email asking them to complete a brief form that will serve as your recommendation. Please inform all recommenders they must submit the form in order for your application to be complete.
- Official transcripts from each institution attended.

**Degree Requirements**

Requirements listed here are in addition to requirements stated in the [DEGREE REQUIREMENTS](#) section of the Graduate Bulletin.

Total required credits for the M.P.S.: 30 credits. At least 18 credits must be completed at the 500 level or 800 level, with at least 6 credits at the 500 level.

**Core Courses of Master’s Program (18 credits)**

All students will take these courses:

- CJPA 501: Criminal Justice Institutions (3 credits)
- CJPA 502: Theories of Crime (3 credits)
- CJPA 803: Applied Research Methods for Criminal Justice (3 credits)
- CRIMJ 503 Advanced Statistics in Criminal Justice (3 credits)
- CJPA 820: Criminal Procedure (3 credits)
• CJPA 865: Criminal Justice Ethics in a Diverse Society (3 credits)

Electives (9 credits):

Students will have the opportunity to tailor their program of study to their interests by choosing from a list of elective courses. The elective courses will be chosen in consultation with the student’s advisor. The list of approved elective courses is maintained by the graduate program office.

Capstone Course (3 credits):

• CJPA 808: Criminal Justice Policy and Administration Capstone

The capstone course provides students with an opportunity to apply their knowledge from their courses to a project. The choice of project topic and exact form will be mutually determined by faculty mentors and the student. For example, the capstone experience could be an academic research project, an evidence-based policy evaluation, or the development of a program. The student will work with a faculty mentor/adviser on a capstone project that will be written up as a capstone report. Students are expected to utilize theories, literature, and methods acquired during other courses in the M.P.S. in Criminal Justice Policy and Administration. The report will be formally presented to peers in the M.P.S. and faculty members at the end of the semester. The capstone report must be approved by the faculty mentor/adviser as meeting the course requirements.

Course Substitutions

Substitutions for the above prescribed courses, either with resident-education courses, alternate online courses, or courses from other institutions, will be considered on a case-by-case basis subject to restrictions outlined in Transfer of Nondegree and Certificate Graduate Credits. Course substitutions must be petitioned and approved in advance by the Chair/Co-Chair, with input from the student’s adviser.

Student Aid

World Campus students in graduate degree programs may be eligible for financial aid. Refer to the Tuition and Financial Aid section of the World Campus website for more information. Refer to the Student Aid section of the Graduate Bulletin.

Courses

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.
Accreditation

There is no special accreditation body or board in the area of criminal justice studies that is applicable to the M.P.S. in Criminal Justice and Policy Administration. The M.P.S. CJPA will therefore not need to seek any special accreditation. In addition the M.P.S. CJPA will not prepare students for any licensure in any field of criminal justice practice.
Appendix A: Consultation for the M.P.S. in Criminal Justice Policy and Administration

Consultation was requested from the following:

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<th>Unit</th>
<th>Location</th>
<th>Contact</th>
<th>Response</th>
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<tr>
<td>University Library</td>
<td>University Park</td>
<td>Helen Sheey; Stephen Woods</td>
<td>Support</td>
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<tr>
<td>Department of Psychology/College of the Liberal Arts</td>
<td>University Park</td>
<td>Melvin Mark</td>
<td>Support</td>
</tr>
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<td>Criminal Justice Program/School of Public Affairs</td>
<td>Penn State Harrisburg</td>
<td>Shaun Gabbidon</td>
<td>Support</td>
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<tr>
<td>Public Administration/School of Public Affairs</td>
<td>Penn State Harrisburg</td>
<td>Steven Peterson</td>
<td>Support</td>
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<tr>
<td>Public Administration-Online/School of Public Affairs</td>
<td>Penn State Harrisburg</td>
<td>Gokug Morcol</td>
<td>Support</td>
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<tr>
<td>Department of Political Science/College of the Liberal Arts</td>
<td>University Park</td>
<td>Lee Ann Banaszak</td>
<td>Support</td>
</tr>
<tr>
<td>Forensic Science Program/College of Science</td>
<td>University Park</td>
<td>Reena Roy</td>
<td>Support</td>
</tr>
<tr>
<td>Department of Sociology and Criminology/College of the Liberal Arts</td>
<td>University Park</td>
<td>John Iceland</td>
<td>Support</td>
</tr>
</tbody>
</table>
Libraries

Avis,

The University Libraries are more than happy to support this proposal as well. I will be in contact with my colleagues at the Harrisburg Campus as well as our online librarian, Torrie Raish, who works closely with World Campus. For what it’s worth, I think this is a great approach and you may get more of a response then you bargained for.

Please keep us posted and let me know how we can be involved particularly with new course developments. The earlier the better. Our experience is that there is a lot of front end work that goes into these types of online programs on our end.

Thanks for including us, Stephen Woods, Social Sciences Librarian

Department of Psychology

Avis, hello.

I am pleased to support this proposal. In particular, PSY 532 is included as an elective for students in the proposed MPS program, and my colleagues and I in Psychology see this as both appropriate and feasible.

Best, mel

Melvin M. Mark
Professor and Head of Psychology

Criminal Justice

Hi Avis,

I fully support the proposal.

Regards,

Shaun L. Gabbidon
Master of Public Administration

The proposal for the MPS degree in CJPA appears well thought out and realistic. The proposal appears reality-based as it notes that World Campus’ Marketing report suggests that the program would be “moderately successful.” The implementation seems doable, as the program starts out with a rather small course base—but with the opportunity to expand. Also, use of relevant courses from other programs as electives is cost-effective. My experience with Penn State Harrisburg’s online MPA program indicates that this can be very useful to students with differing career goals.

I believe that this is a proposal that should move forward in the approval process and I support this initiative.

Dr. Steven A. Peterson
Professor of Politics and Public Affairs
Penn State Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

Phone: 717-948-6154
E-mail: sap12@psu.edu
Dear Avis,

I apologize for the delay in my response to your request below. I have reviewed the proposed new program.

In my view this is a well-conceived program and it will have strong resources to support it. I know my colleagues in the CJ program at Harrisburg and they are excellent teachers and researchers who are fully capable of supporting this program. They also have solid experience in online teaching. I am less familiar with the colleagues in the Criminology program at University Park, but all I know about them confirms that these colleagues there are top-notch scholars and educators. So all in all I do not see any problems with the capacity to support the proposed program.

I can also comment on the PADM courses listed in the proposal. PADM 500, 507, 535, and 550 are all relevant to the proposed program and they will be available to the students of the program. I do not see any conflicts or any other problems with these courses.

Please let me know if you have any further questions or if you need more information from me.

Regards,

Goktug

Goktug Morcol
Professor of Public Policy and Administration
School of Public Affairs
Penn State Harrisburg
Webpage: http://www.personal.psu.edu/gxm27/
Political Science

Hi Avis,

My apologies for being a bit late to respond. I took a look at the MPS CJPA course proposal and its seems like a great addition to the MPS options that exist. One thought was that our new course in counterterrorism might also be a great addition to the proposal, but in any case Political Science is fully supportive of the addition.

Best,
Lee Ann

-------------------------------------------------------------------------------------------------
Lee Ann Banaszak
Professor and Head
Department of Political Science E-mail: lab14@psu.edu
The Pennsylvania State University Tel.: 814/865-6573
319 Pond Laboratory FAX: 814/863-8979
University Park, PA 16802
-------------------------------------------------------------------------------------------------

Forensic Science

Hello Avis; It was good to speak with you and as I told you on the phone I strongly support this proposal. My CV is included and if it helps to include me in the proposal as a consultant I will be glad to do so.

Regards
Reena

-------------------------------------------------------------------------------------------------
Sociology/Criminology

Dear Dr. Kunz,

I am emailing to confirm the Department of Sociology and Criminology's enthusiastic support for the Masters of Professional Studies (MPS) in Criminal Justice Policy and Administration (CJA) proposal. Please let me know if you have any questions.

Best,
John

---
John Iceland
Professor and Head
Department of Sociology and Criminology
Penn State University

jdi10@psu.edu
Phone: 814-867-2821
http://sociology.la.psu.edu/people/jdi10
Graduate Council  
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: Agricultural Sciences
Department or Instructional Area: Agricultural Economics, Sociology, and Education

New Graduate Program, Option, or Minor: ✔ Add
Designation of new graduate program: Energy, Environmental, and Food Economics
Classification of Instructional Programs (CIP) Code: 03.0204
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester:
☐ First semester following approval
☐ Second semester following approval

Existing Graduate Program Option, or Minor: ☐ Change ✔ Drop
Current designation of graduate program: Agricultural, Environmental, and Regional Economics
Current designation of graduate option:
Current designation of graduate minor:
New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above):

Indicate effective semester:
☐ First semester following approval
☐ Second semester following approval

Submitted by Graduate Program Head
C. Daniel Azzara Signed: C. Daniel Azzara Date: 8/24/2016

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
John Ewing Signed: John Ewing Date: 8/24/2016

Approved by College/School Dean/Chancellor (or Designee):
Rama Radhakrishna Signed: Rama Radhakrishna Date: 8/24/16

Printed name
Date:
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tr>
<td>Chair, Graduate Council Subcommittee on New and Revised Programs and Courses</td>
<td>John Challis</td>
<td>[Signature]</td>
<td>4/26/2017</td>
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<tr>
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<tr>
<td>Dean of the Graduate School</td>
<td>Regina Vasilatos-Younken</td>
<td>[Signature]</td>
<td>4/26/2017</td>
</tr>
</tbody>
</table>
Proposal for an Intercollege Graduate Degree Program in Energy, Environmental, and Food Economics (EEFE)

Submitted by
James Shortle,
Distinguished Professor
Agricultural and Environmental Economics
111C Ferguson Building
University Park PA 16802
jss15@psu.edu
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Justification for the Program

Necessity of the program: We propose the creation of an Intercollege Graduate Degree Program in Energy, Environmental, and Food Economics (EEFE). There is significant demand for research and graduate training that meaningfully integrates applied microeconomics, physical and engineered systems, and computational science to increase understanding, prediction, and management of coupled energy, environment, and food systems. This is highlighted by NSF’s recent multi-directorate commitments major ongoing funding for research and training in innovative science in the food, energy, and water nexus. Penn State is uniquely positioned to provide innovative leadership in research and student training in this domain. The University has the faculty expertise, relationships, and ongoing research and educational collaborations that provide essential foundations. These assets have contributed significantly to the large success of the University in interdisciplinary research leadership on climate, energy, environment, and food that actively and prominently integrates applied microeconomics research. Our proposed EEFE program will build on these existing foundations to develop an innovative graduate program that will establish Penn State as a leader in graduate training in energy, environmental, and food economics and policy.

Penn State has a long tradition of graduate student training in microeconomics research applied to energy, environment, and food. This tradition began more than a century ago with training in Mineral Economics in what is now the College of Earth and Mineral Sciences, and Agricultural Economics in what is now the College of Agricultural Sciences. The division of the University’s agricultural and mineral economists into separate departments and colleges offering separate degree programs made sense for many years given the large differences in the student populations and employment opportunities they sought to serve, the professional training they received, the professional organizations with which their respective faculties associated, and the literatures they sought to advance. These differences, and the historic case for separate degree programs, began to diminish in the 1980s and exist no longer. To the contrary, efficiency, excellence, and innovation in applied microeconomics training for transformational disciplinary and interdisciplinary research contributions in coupled energy, environment, and food systems point to the development of a common graduate program presented by a common group of faculty.

The EEFE program would utilize Penn State’s IGDP model to create a new institutional structure that can provide a more vibrant, innovative graduate program that is recognized to deliver excellence in graduate training and research than the separate, individual programs that it would replace can offer. The EEFE program would increase the competitiveness of Penn State for high quality students and faculty in energy, environmental, and food economics. The creation of an EEFE faculty and brand would greatly facilitate activities and structure to recruit, mentor, and retain outstanding students and faculty working on the economics of energy, environment, food, and their nexus. It would also rationalize strategic planning across participating departments for achieving and maintaining excellence in research and graduate training in EEFE.
**EEFE Synopsis:** The energy, environmental, and food economists proposing the EEFE are located within the Department of Agricultural Economics, Sociology, and Education (AESE) in the College of Agricultural Sciences, the John and Willie Leone Family Department of Energy and Mineral Engineering (EME) in the College of Earth and Mineral Sciences, and the Department of Risk Management (RM) in the Smeal College of Business. Those located in AESE are graduate faculty in charge of the Agricultural, Environmental and Regional Economics (AEREC) program. Those located in EME are graduate faculty in charge of the Energy Management and Policy (EMP) Option in the Energy and Mineral Engineering (EME) graduate degree program. Those located in RM teach courses that are required for the AEREC Ph.D. program, that are electives in the EMP Option, and that are required courses in the proposed EEFE program. The proposed EEFE program would replace the AEREC degree program and the EMP Option in EME as currently constructed with a new curriculum that blends and expands the curricular goals of the existing programs. In addition to the applied economists in AESE, EME, and RM, EEFE faculty membership will be open to applied economists from other Penn State departments who actively participate in EEFE student training. These would include Economics faculty in the College of Liberal Arts.

The relationship between the AEREC, EME, and RM faculty is highly collaborative. They routinely serve on student committees and faculty search committees for the two programs. They collaborate in research and in graduate and undergraduate teaching. They have developed a well-attended seminar series (see attached list) and increasingly meet to coordinate teaching activities and to build relationships between faculty members. The faculty-initiated collaboration between the two programs has been rewarding and beneficial to faculty and students, but there are limits to what can be accomplished in the pursuit of efficiency, excellence, visibility, and sustainability through these informal measures. Further, existing institutional structures obscure current capacities and create unnecessary barriers to sustained effective collaboration, strategic planning, and visibility within and beyond the University. The creation of the EEFE would provide the formal structure needed to eliminate these institutional barriers and constraints.

**Capacity for the program:** The EEFE will be developed from established courses currently offered as part of the AEREC and EMP programs, or that are offered by other departments (Economics, Risk Management) and required by or utilized as electives by the AEREC and EMP programs. The two programs currently enroll approximately 30 students annually. It is our expectation that the new curriculum along with the better branding and visibility offered by the new program would increase enrollments. We have an enrollment goal of 10 new students per academic year. Thus, the primary burden would be from additional students in classes and additional advising responsibilities. The required courses in the curriculum are not now at capacity and we do not anticipate enrollment gains so large that additional sections of required courses would be needed. The graduate faculty in the two programs combined is in excess of 20. The average advising burden under the proposed curriculum would be less than two advisees per

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1 The EME Energy Policy Option as currently constructed focuses on economic issues associated with energy engineering and energy systems. The energy economics field in the proposed EEFE program will replace this energy economics focused training. The EME department has voted to retain the Option, but in a substantially revised from that will focus on optimization and systems engineering.
graduate faculty member if the enrollment goal is achieved. Accordingly, additional resources for student advising would not be required to successfully offer the program.

Objectives

The mission of the Intercollege Graduate Degree Program in Energy, Environmental and Food Economics (EEFE) is to educate students as applied research economists in the fields of energy economics, environment and natural resource economics, and industrial organization in the food sector. The EEFE graduate program offers Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees. Through completion of advanced course work and rigorous skills training, the Ph.D. and M.S. programs will prepare students to conduct independent research in accordance with the highest ethical standards, scientific integrity, and interpersonal collegiality, and to effectively interpret and communicate the results of their research. The M.S. degree is a research-oriented degree. Thus, a strong component of the M.S. candidate’s program includes training in scientific methods as well as techniques of analysis applicable to the field. Additional depth and breadth of training required in the EEFE Ph.D. curriculum will prepare students to conduct original research that advances scientific knowledge in their fields of specialization. Students will also acquire the background and skills necessary to be effective teachers, mentors, and practitioners of economics.

Core Curricula

The core curricula for the M.S. and Ph.D. programs are composed of sets of courses that all students are required to take and that will provide state-of-the-art training in those aspects of microeconomic theory, applied welfare economics, econometrics, and computational quantitative methods that are most relevant for cutting-edge research in the focal fields. The core curricula will give students the following specific research and computation skills:

1. Demonstrated knowledge of and ability to apply the concepts and tools of modern microeconomic theory to develop behavioral hypotheses for individual economic agents, markets, and institutions in energy resources and systems; environment and natural resources; and food industrial organizations.
2. Demonstrated knowledge of and ability to apply concepts and methods of modern econometric theory to test economic hypotheses.
3. Demonstrated knowledge of and ability to use the theory and tools of welfare economics to quantitatively describe the impacts of public policies, industrial decisions or market forces on the overall functioning of markets for relevant commodities and services, and the impacts on specific sectors of market actors.
4. Demonstrated knowledge of and ability to use computational tools for the assimilation of very large data sets for empirical analysis or the construction of appropriate models to address research questions that cannot be answered by empirical means.

The core curricula, other required and elective courses, seminars, and other trainings will be used to train all students in the program to
1. Communicate scientific findings effectively through written and oral methods to technical and lay audiences.
2. Conduct and communicate research in accordance with the highest ethical standards, scientific integrity, and interpersonal collegiality.

Field of Concentration

In addition to receiving broad training in the fundamentals of applied economic research in the core curriculum, Ph.D. candidates will be required to obtain more specialized training through the selection of one or more field concentrations. The field concentrations are designed to position Ph.D. students to be able to perform research whose novelty is widely recognized by field experts. Educational objectives associated with each of the fields are as follows:

Energy Economics, Policy and Systems: Students will gain demonstrable expertise in the structure, function and performance of markets for crude oil, natural gas, electric power and transportation/industrial fuels. They will also demonstrate the ability to define and implement novel research questions based on a fundamental understanding of the energy industries. Examples of specific areas of expertise include:

- Price formation and competition in crude oil, natural gas and electric power markets;
- Fundamentals of competition analysis in these markets;
- Modeling the interactions between technologies, energy conversion and delivery systems, and market processes;
- Assessing the impacts on firms and consumers from attempts to regulate energy markets, prices or other aspects of energy commodities;
- Understanding the major determinants and pace of innovation in energy technologies.

Environment and Resource Economics: Students will learn theory and empirical methods used for applied economics research on causes of market failures applicable to environmental goods and natural resources, explain and predict the behavior of individual economic agents and collections of agents affecting environmental and natural resource outcomes under alternative property rights regimes and resource allocation mechanisms, measure the benefits and costs of environmental and resource policies, and develop innovative mechanisms for addressing environmental and natural problems. Examples of specific areas of expertise include:

- Developing structural models of land markets to analyze land use and transportation policies, and estimate associated benefits and costs;
- Developing and implementing surveys to test hypotheses regarding public preferences for environmental goods;
- Developing and implementing laboratory and field experiments to test hypotheses regarding economic behaviors under alternative natural resource allocation mechanisms;
- Developing and applying integrated assessment models for analysis of climate change policies and impacts; and
- Developing coupled models of economic activity and water quality for analyzing benefits and costs of water pollution policy innovations.

Food Industrial Organization: Students will learn theory and empirical methods to investigate and research the structure and performance for food and agricultural markets. Students will gain
expertise in both consumer and firm behavior, which includes strategic considerations of all major players in the market. Examples of specific topics include:

- Developing structural models of firm and consumer behavior in the market;
- Testing theoretical results with micro-level data and current marketing/industrial organization (IO) models;
- Investigating reduced-form models of market outcomes after identifying exogenous shifts in underlying market forces or policies;
- Exploring the evolution of theoretical models of consumer demand; and
- Exploring linkages, via structural or reduced-form models between food behavior and health.

A major theme in the current strategic plan for the College of Earth and Mineral Sciences is demonstrated global expertise and leadership in the food-energy-water nexus. The study of economics plays a major role in how food production, energy resource development and delivery, and the provision of clean and adequate water can be accomplished in a sustainable manner. This role is recognized explicitly in the strategic plan for the College of Earth and Mineral Sciences so the proposed EEFE program is perfectly positioned to help the College meet its strategic goals in ways that the College’s current applied energy economics program cannot.

Similarly, a major theme of the College of Agricultural Sciences’ current strategic plan is global expertise and leadership in research and education to meet the increasing demands for food and fiber, while also ensuring high levels of environmental quality and human well-being. Global expertise and leadership in the food-energy-water nexus is central to the strategic goals of the College. The collaboration with EME through the EEFE program will greatly enhance the capacity of the College to provide education and research to achieve its goals.

Since the proposed program would replace one existing graduate program (AEREC) and one graduate option (EMP), there is no concern about duplication of other degree programs within the College of Agricultural Sciences or the College of Earth and Mineral Science.

**New Courses**

The proposed curricula are entirely based on existing courses.

**Program Statement**

*Degrees conferred:* M.S. and Ph.D.

*Bulletin Description:* The graduate program emphasizes economic theory and quantitative methods as applied to energy, environmental and food systems.

**Degree Requirements:**

*Master of Science*
Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

A minimum of 30 graduate course credits at the 500 and 600 level is required for the EEFE M.S. degree, including 6 credits of research (EEFE 600 or 610). Courses taken to remove deficiencies in preparation may extend the minimum number of credits required. A minor is not required. EEFE M.S. students are required to write a thesis and to pass a final oral examination as part of the requirements for the degree. The thesis must be accepted by the advisers and/or committee members, the head of the graduate program, and the Graduate School.

M.S. Course Work Requirements

Core Requirements: 15 credits consisting of microeconomic theory (3 credits), applied welfare economics (3 credits), econometrics (6 credits), and quantitative methods (3 credits). The required courses for the core curriculum are:

- AEREC 510 Econometrics I (3 credits)
- AEREC 511 Econometrics II (3 credits)
- AEREC 512 Applied Microeconomic Theory I (3 credits)
- AEREC 527 Quantitative Methods I or EME 500 Energy and Mineral Project Investment Evaluation (3 credits)
- AEREC/EME 529 Applied Welfare Economics (3 credits)

Additional M.S. Course Work Requirements: 9 credits of field electives taught at the 500 level. These courses will be chosen in consultation with the student’s academic adviser and cannot include readings or independent study courses (596s).

Thesis Research: 6 credits of thesis research (EEFE 600 or 610).

Doctoral Program
Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

Students in the EEFE Ph.D. program will be required to complete 36 credits of course work at the 500- and 600-level, write and successfully defend a second year paper, write and successfully defend a Ph.D. dissertation, and pass a candidacy examination and a comprehensive examination. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

Course work requirements include 21 credits of core course work, at least 12 credits of field courses, and 3 credits of elective courses selected from a list of approved electives maintained by the program office.

Ph.D. Course Work Requirements
Core Requirements: 21 credits consisting of microeconomic theory (6 credits), applied welfare economics (3 credits), econometrics (6 credits), quantitative methods (3 credits), and computational economics (3 credits). The required courses for the core curriculum are:

- ECON 502 Microeconomic Analysis* (3 credits)
- AEREC 510 Econometrics I (3 credits)
- AEREC 511 Econometrics II (3 credits)
- ECON 521 Advanced Microeconomic Theory (3 credits)
- AEREC 527 Quantitative Methods I (3 credits)
- AEREC 533 Applied Computational Economics (3 credits)
- AEREC/EME 529 Applied Welfare Economics (3 credits)

*Students selecting the Energy Systems Field may petition to substitute EME 500 Energy and Mineral Project Investment Evaluation (3) for ECON 502

Field Requirements: Two fields consisting of a minimum of 6 credits each from designated field courses.

Energy Economics, Policy and Systems
- ENNEC 540 Economic Analysis of Energy Markets (3 credits)
- ENNEC 560 Mineral and Energy Finance I (3 credits)

Environment and Natural Resource Economics
- AEREC 519 Resource and Environmental Economics I (3 credits)
- AEREC 541 Resource and Environmental Economics II (3 credits)

Food Industrial Organization
- AEREC 503 Agricultural Marketing (3 credits)
- AEREC 536 Agricultural Commodity Markets (3 credits)

Electives: A minimum of 3 credits at the 500 level, which 3 credits must be selected from the following list:
- AEREC 531 Microeconometrics (3 credits)
- ENNEC 541 Economics of Energy and the Environment (3 credits)

Candidacy Examination: A candidacy examination will be administered by the EEFE Exam Committee each year in the second half of May or the first half of June. The candidacy exam will typically be taken at the end of the student’s first year in the Ph.D. program. It must be taken no later than 18 months after entering the Ph.D. program. Students may petition the Exam Committee to defer the exam but in no case will a student be permitted to defer beyond the end of the third semester, excluding summer.

Successful completion of the candidacy exam admits the student to Ph.D. candidacy. Students must also meet the English language competency requirements to be admitted to candidacy.
**English Competency:** Competency in the English language in all forms of expression is essential for progress in graduate study and is required by Graduate Council. The EEFE Graduate Committee assesses each entering student’s English language competency as part of the admissions process. The Graduate Committee may require an entering Ph.D. student to take an exam to better determine his/her English language competency. If a student fails the exam, the Exam Committee will present a remediation plan to the student and the EEFE Graduate Committee. This remediation plan may require the student to take appropriate courses or instruction. Upon completion of the recommended remediation plan, the student will be required to retake the English competency exam. If the student fails the retake exam, she or he will be dropped from the Ph.D. program.

**Second Year Paper:** Under the direction of an EEFE faculty adviser, Ph.D. students are required to submit an original research manuscript at the conclusion of the Spring semester of the second year, and to present the findings of the research to the EEFE faculty in a seminar in the Fall Semester of the third year. The paper and presentation are intended to develop and demonstrate students’ ability to identify research questions, conduct appropriate theoretical and/or empirical analyses to address these questions, and effectively present research findings in written and verbal forms appropriate for scholarly publication and presentation. The manuscript must address a question of scholarly significance in economics, ideally in the student’s major field of specialization.

**Comprehensive Examination:** A comprehensive examination with oral and written components will be administered and graded by the student’s doctoral committee. The timing of this examination is at the convenience of the student and the committee that administers it. However, since the exam is comprehensive, it is recommended that it be given after the student has completed most of his or her course work. The content of the exam is determined by the student’s doctoral committee, but usually focuses on the student’s dissertation proposal and related course work.

**Final Oral Examination:** Upon completion of the student’s doctoral dissertation, a final oral examination is scheduled. The examination consists of an oral presentation of the dissertation by the candidate and a period of questions and responses. These will relate in large part to the dissertation, but may cover the candidate's entire program of study. The exam is administered by the student’s doctoral committee and open to the public. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination.

**Recommended Plan:** The recommended course schedule for a student starting the Ph.D. program in the Fall semester without any course work deficiencies is shown in the table below. Such a student would take the candidacy examination in June following their first Spring Semester. The timing of the comprehensive exam varies from one student to another, but it is usually taken after a student has completed most of his or her course work. Students making normal progress would be expected to complete and defend their dissertation in the fourth year after starting the program.
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**Approved Dual-Title Degree Programs and Options**

**Dual-Title Degree Program in EEFE and Demography**

The AEREC program that will be replaced by the EEFE program offers a dual-title degree in Demography for both M.S. and Ph.D. students. This dual-title program will be continued for EEFE students.

**Dual-Title Degree Program in EEFE and Operations Research**

The AEREC program and the EME EMP option that will be replaced by the EEFE program offer a dual-title degree in Operations Management for both M.S. and Ph.D. students. This dual-title program will be continued for EEFE students.

**Dual-Title Degree Program in INTAD**

The AEREC program has an approved dual-title degree in INTAD. This dual-title program will be dropped with the creation of EEFE.

**Option in WATER**
The AEREC program has an approved option in WATER. This option will be dropped with the creation of EEFE.
Statement of Admission
Requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants must complete the online Graduate School application and pay a nonrefundable application fee.

Scores from the Graduate Record Examinations (GRE), or from a comparable substitute examination accepted by the graduate program, are required for admission. At the discretion of a graduate program, a student may be admitted provisionally for graduate study in a program without these scores. Letters of recommendation and an applicant's statement of purpose are also required.

Students admitted to the M.S. program are expected to have:
- At least 9 credits in economics, including intermediate undergraduate microeconomic theory and intermediate undergraduate macroeconomic theory.
- Introductory statistics and two semesters of calculus.
- A minimum 3.00 junior/senior GPA (on a 4.00 scale).

Promising students with special backgrounds, abilities, and interests who do not meet these requirements may be admitted provisionally at the discretion of the program. Students provisionally admitted are required to acquire the necessary background skills in economics, mathematics and statistics once they join the program.

Students admitted to the Ph.D. program are in general expected, though are not required, to have a master's degree in economics, agricultural economics, resource economics or other closely related field. Consistent with this general expectation, students admitted to the Ph.D. program should have course work in:
- Differential and integral calculus, and linear algebra.
- Master's-level economic theory.
- Master's-level statistics/econometrics.

Students admitted to the Ph.D. program are also expected to have a minimum 3.00 Grade Point Average (GPA) in master's-level course work (on a 4.00 scale). Exceptions to the minimum 3.00 GPA may be made for students with special backgrounds, abilities, and interests at the discretion of the program.

Promising students who seek to enter the Ph.D. program but who have course work deficiencies may be admitted to the M.S. program and subsequently apply to the Ph.D. program after successfully eliminating the deficiencies. Completion of the M.S. degree is not required of students admitted to the Ph.D. program from the M.S. program. The expected time to completion of the Ph.D. for students without course work deficiencies is 3.5 to 4 years.

A justification for the degree title used.
The Ph.D. and M.S. degree titles are appropriate for the proposed EEFE program as it is intended and designed to prepare students to conduct independent (M.S. and Ph.D.), and original research generating new knowledge (Ph.D.).
Accreditation: Not applicable.
Original written responses from departments affected

Consultations were requested from the Departments of Agricultural Economics, Sociology, and Education in the College of Agricultural Sciences, the John and Willie Leone Family Department of Energy and Mineral Engineering in the College of Earth and Mineral Sciences, and the Department of Risk Management in the Smeal College of Business. The Departments of Economics, Agricultural Economics, Sociology, and Education, and John and Willie Leone Family Department of Energy and Mineral Engineering offer all of the courses required by the proposed program. It is anticipated that students may also elect to take additional courses as electives in these Departments and in the Department of Risk Management. The three Departments are also the most likely tenure homes of the faculty expected to participate in the EEFE Graduate Faculty.

Consultations were also requested from the Program Chairs for the Demography, International Agricultural Development, and Operations Research Dual Title programs. The Agricultural, Environmental, and Regional Economics program that would be replaced by the EEFE program participates in each of these Dual Title Programs. Students in the Energy and Mining Engineering Energy Management and Policy option are eligible to participate in the Operations Research Program. The EEFE proposal would continue EEFE student participation in the Demography and Operations Research dual degree title programs. Participation in the International Agricultural Development program would be discontinued.

Consultation regarding EEFE non-participation in the WATER Option was not pursued. This program is inoperative at University Park.

These consultations were requested by email by Seth Blumsack (Economics, Energy and Mining Engineering, Operations Research, Risk Management), Ted Jaenicke (Agricultural Economics, Sociology, and Education), and James Shortle (Demography, International Agricultural Development). The requests and subsequent correspondence are presented below. No objections to the proposed program were voiced by those consulted. Further, none requested changes in the proposed program. The Economics consultation raised questions about future course development and apparent inconsistencies in course requirements. These concerns have been addressed in the response to the Economics Department Head.

No response to the request for was received from the Operations Research program. Subsequent communications with the Program Chair indicate that the request was received and that no response would be forthcoming.
Hi Dan,

As you know, Jim Shortle and a small ad hoc committee of applied economists from the ARE cluster and from the EME program (in Earth and Mineral Sciences) have been developing a proposal for a new intercollege graduate program in Energy, Environmental, and Food Economics. This program would eventually replace the AEREC grad program. We are now ready to share the proposal with you before we formally submit it to the Graduate School on (or before) August 25th. We are also sharing it with other affected units and programs.

We are very excited about this proposal since it will allow for more effective collaboration on energy, environmental, and food economics across departments than has been possible. It would also create a more visible platform for energy-land-food nexus that is particularly important to Penn State.

In general, Jim and I feel that our proposal is generally resource neutral for AESE. More importantly, however, we feel that it will improve the quality of our graduate program.

Jim Shortle, Seth Blumsack (from EME) and I would be happy to discuss the proposal with you whenever you’d like.

Thanks very much,

Ted

Ted, thanks for your work on the IGDP in Energy, Environment and Food Economics. As you know, the majority of ARE faculty are in favor of moving ahead. I have also talked with a number of senior faculty across the department about this proposal and where there were concerns, these concerns have been successfully addressed.
I personally see the IGDP as an innovative way to improve collaboration on energy, environmental and food economics and have AESE positioned as a key collaborator while improving our graduate program.

As a result, I am in favor of moving forward with this proposal.

Dan Azzara, Interim Head
Agricultural Economics, Sociology and Education
COLLEGE OF NURSING

From: Judith Hupcey <jhupcey@psu.edu>
Sent: Tuesday, September 27, 2016 3:12 PM
To: James Shortle
Subject: Re: Request for consultation for new graduate program

Dear Jim,

I just reviewed your proposal and I know this new graduate program will be a strong addition to Penn State. I am impressed with the collaborative effort put forth in this program.

I wholly support this and wish you well with this endeavor.

Judy

On Sep 26, 2016, at 11:35 AM, James Shortle <jss15@psu.edu> wrote:

Apologies for multiple emails. My computer the email had not been sent when it had, so I sent again, And then I noticed that I had listed the College of Health and Human Development rather than Nursing in the first sentence.

Jim

From: James Shortle
Sent: Monday, September 26, 2016 11:32 AM
To: jxh37@psu.edu
Subject: Request for consultation for new graduate program

Dear Dean Hupcey:

I am writing to request consultation from the College of Nursing for a new graduate program with the title Energy, Environmental, and Food Economics. I had submitted the proposal on behalf of a multi-college faculty group to the Graduate School in August with consultations from the Departments of Agricultural Economics, Sociology, and Educations (College of Agricultural Sciences) Economics (Liberal Arts), Energy and Mineral Engineering (Earth and Mineral Sciences), and Risk Management (Smeal), and affected dual degree programs in International Agricultural Development, Demography, and Operations Research.

On reviewing the proposal, the Graduate Council Joint Curricular Committee asked that I request additional formal consultation from you as the Associate Dean for Graduate Education and Research, College of Nursing, with the specific instruction that I ask you to consult appropriate faculty members your their unit. I will greatly appreciate your doing so.

The proposal as I submitted it to the graduate school and includes consultations that I had received prior
In brief, the proposal is for a new Inter-College Graduate Degree program in Energy, Environment, and Food Economics. The proposal was developed by faculty teaching in the Agricultural, Environmental and Regional Economics program (AEREC) (Department of Agricultural Economics, Sociology, and Education), and the Energy and Mineral Engineering (EME) program (Department of Energy and Mineral Engineering). The propose program would replace the existing AEREC program and the Energy Management Option in the EME degree. The faculty group has been collaborating in teaching, seminars, student advising for several years. The IGDP would formalize the relationship and we believe do much to strengthen our the MS and PhD programs.

I will look forward to discussing the proposal with you should you wish to do so, and greatly appreciate your attention to this.

Sincerely,

Jim Shortle
Distinguished Professor of Agricultural and Environmental Economics
Environment and Natural Resources Institute
College of Agricultural Sciences
814-865-8270

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Judith E. Hupcey, Ed.D., CRNP, FAAN
Professor of Nursing & Medicine
Associate Dean for Graduate Education & Research
College of Nursing
The Pennsylvania State University
1300 ASB/A110
90 Hope Drive
P.O.Box 850
Hershey, PA 17033
717-531-4211

College of Nursing
203 Nursing Sciences Building
University Park, PA 16802
814-863-2211
Hi Steve: I have been working with a group to develop a proposal that would replace the Agricultural Environment and Regional Economics (AEREC) MS and PhD programs with an Intercollege Graduate Degree Program with the title Energy, Environment, and Food Economics (EEFE). The Environment and Food Economics part of the program would be pretty much the existing AEREC program. The Energy Economics part of the program is a collaboration with economists in in the Energy and Mining Engineering Department in EMS. This group has been collaborating in teaching, seminars, student advising for several years. The IGDP would formalize the relationship and we believe do much to strengthen our programs.

The AREC faculty greatly value the relationship with Demography through the dual degree program. It brings us very good students and greatly enriches the programs of those who participate. We would like to continue this relationship, replacing the AEREC Demography Dual Degree with an EEFE Demography Dual Degree.

I have attached the proposal we have been preparing for submission to the Graduate School on August 25. I am writing you for the required consultation on the proposal given our proposal for the EEFE Demography Dual Degree. Some key points:

- Admission requirements for the EEFE students are the same as for AEREC
- MS requirements for the EEFE program are the same as they were for AEREC
- The PhD requirements for EEFE have a couple of small changes from AEREC: (1) students are required to prepare a second year research paper; (2) students are required to choose 2 fields of specialization from among three that are offered. This is actually a return to a curricular model that we had for many years but dropped. (3) There is a new electives list that steers students into courses that are intended to make sure our graduate have very strong quantification skills.

Except for the second year paper, these requirements essentially formalize the curriculum that our students have been following. So, I don't see it having any consequence for dual degree students.

The program makes using of existing courses - no new classes needed. No classes we offer now would be affected.

We do believe the IGDP will help us attract more students and better students.
I will greatly appreciate your review and comments. I would be happy to visit with you if you would like.

FYI - The change we propose would require a change in the Demography Dual Degree Program listing replacing AEREC with EEFE. The updated Bulletin description would be required to accompany the proposal. This would be a small issue. We would simply need to copy the exiting listing, make the change, and submit.

All the best, and many thanks.

Jim Shortle  
Distinguished Professor of Agricultural and Environmental Economics  
814-865-8270  

From: STEPHEN AUGUSTUS MATTHEWS [mailto:sxm27@psu.edu]  
Sent: Monday, July 25, 2016 9:24 PM  
To: James Shortle  
Cc: Seth Blumsack; Ted Jaenicke; Angela Jordan; Stephen Matthews  

Subject: Re: New program consultation - With attachment  

July 25, 2016  

Dear Jim,  

Thank you for sharing your proposal for an IGDP in Energy, Environmental, and Food Economics (EEFE). Overall this looks like an exciting, new and innovative program; one that it will be highly successful. I am happy to lend my support to this initiative.

I am delighted to hear/read of the continued interest/promotion of the dual degree MS and PHD option between EEFE and Demography. I would be happy to work with you and your colleagues on any aspect of the relationship between Demography and the EEFE program.

Please let me know if you need anything more (i.e., formal and/or extended letter of support) or whether this suffices for the consultation.

Good luck with the proposal.

Best.

- Stephen

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Stephen A. Matthews  
Professor of Sociology, Anthropology & Demography (Courtesy Geography)
Director, Graduate Program in Demography (see http://sites.psu.edu/demography/ or http://www.pop.psu.edu/demography)

Co-editor, Demography (2016-2019) - use e-mail: demography@psu.edu

Otherwise e-mail: matthews@psu.edu or sxm27@psu.edu Phone: USA 1 (814) 863-9721
On Fri, Jul 22, 2016 at 1:33 PM, Seth Blumsack <sethb@psu.edu> wrote:

Hi Barry,

I hope that you have been having a good summer. Earlier in the spring we discussed a proposal from a group of economists in my department and in AEREC to create a new intercollege graduate program in Energy, Environmental and Food Economics. We have been working on the proposal and are sharing it with you for any thoughts that you might have before we formally submit it to the Graduate School on (or before) August 25th.

We are very excited about this proposal since it will allow for more effective collaboration on energy, environmental and food economics and working with students across departments than has been possible. It would also create a more visible platform for energy economics in particular at Penn State than we have now - this was an issue that you raised during that big round-table discussion last fall on energy policy.

This proposed program would replace the current AEREC graduate program. The graduate program in my department would be unaffected, but the new program will provide better training and opportunities for energy economics students than we have been able to do thus far in my department.

I do not see any serious impact on the Economics department or faculty - in fact, we would be happy to include any folks from Economics that wanted to be formally affiliated with the program. ECON 502 and ECON 521 are listed as required courses, but students in the AEREC program and in my department are already taking these courses so functionally nothing should really change other than the name. The program structure also more closely mirrors what happens in many economics programs, with students asked to choose from different specialization fields.

Jim Shortle, Ted Jaenicke and I would be happy to discuss the proposal with you, if you would like. Otherwise we are shooting to submit by August 25th so would appreciate any feedback before that time.

All the best,

Seth

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Seth Blumsack
Associate Professor
John T. Ryan, Jr. Faculty Fellow
Program Chair, Energy Business and Finance
John and Willie Leone Family Department of Energy and Mineral Engineering
The Pennsylvania State University  
seth@psu.edu

From: ickes.barry@gmail.com [mailto:ickes.barry@gmail.com] On Behalf Of Barry Ickes  
Sent: Friday, August 05, 2016 2:15 PM  
To: Seth Blumsack  
Cc: James Shortle; Ted Jaenicke  

Subject: Re: Graduate program proposal in Energy, Environmental and Food Economics

Seth:

I am still reading. But in principle I support the idea. I have one concern. In your current plan the students take our 502 and 521 courses. That is fine. What I worry about is some future demand to create parallel economics courses. There are already some in AEREC. They seem to be proliferating. I am not excited about creating a new stream of them.

I noted one inconsistency. It says:

Core Requirements: 18 credits consisting of microeconomic theory (6 credits), applied welfare economics (3 credits), econometrics (6 credits), and quantitative methods (3 credits). The required courses for the core curriculum are:

• ECON 502 Microeconomic Analysis* (3 credits)
• AEREC 510 Econometrics I (3 credits)
• AEREC 511 Econometrics II (3 credits)
• ECON 521 Advanced Microeconomic Theory (3 credits)
• AEREC 527 Quantitative Methods I (3 credits)
• AEREC/EME 529 Applied Welfare Economics (3 credits)

*Students selecting the Energy Systems Field may petition to substitute EME 500 Energy and Mineral Project Investment Evaluation (3) for ECON 502

This implies that the student still has to take 521. But how can a student take 521 without 502? I don't see how that works.

Bwi

From: Seth Blumsack [mailto:sethb@psu.edu]  
Sent: Friday, August 05, 2016 4:44 PM  
To: Barry Ickes
Hi Barry,

Thanks for your supportive note. I think we can address both of your concerns. First, there are no new courses planned for the program. (This is how we sold it to our respective department heads - it would not cost them a dime!) We have filed proposals to give a couple of long-standing 597 courses in EME and AEREC permanent course numbers.

We admit that we were not all that clear on the 502/521 issue. Our intent is that students will take one of two sequences: ECON 502 and 521 or EME 500 and BA 597D (taught by Tony Kwasnica). But we cannot even mention a 597 course in a program proposal so we had to leave it out to appease the graduate school. We would not envision sending students into ECON 521 without first having ECON 502.

Seth
Sanjay and Turgay,

Attached is the current version of the proposal for an inter-departmental graduate degree program in Energy, Environmental and Food Economics, which I have at least mentioned to you previously.

We would like to submit the proposal this coming week so please let me know if you would like to discuss it at any point.

Otherwise, if you are okay with the proposal moving forward please let me know.

Seth

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From: Turgay Ertekin <eur@psu.edu>
Date: Mon, Aug 22, 2016 at 2:49 PM
Subject: RE: IGDP in Energy, Environmental and Food Economics
To: Seth Blumsack <sethb@psu.edu>

Hello Seth,

Proposal is fine from my perspective especially as it does not require additional resources. I am happy to see that the home department for the program will be in the College of Agriculture as our hands are quite full in terms of providing help in some other similar interdisciplinary programs.

Thank you very much for participating in this activity.

Best,

Turgay Ertekin
Professor of Petroleum and Natural Gas Engineering
George E. Trimble Chair in Earth and Mineral Sciences
Head, John and Willie Leone Family Department of Energy and Mineral Engineering

117 Hosler Building
University Park, PA 16802 USA
Telephone: 814 865 6082
e-mail: eur@psu.edu
Dear Jim,

I also promised that I would forward the sentiment below to you on behalf of Amit Sharma, a faculty member in the School of Hospitality Management.

Kathy

---------------------------------------------------------------
Kathryn Drager, PhD, CCC-SLP
Associate Dean for Research and Graduate Education
Professor of Communication Sciences and Disorders
College of Health and Human Development
The Pennsylvania State University
329 Health and Human Development Building
University Park, PA 16802

(p) 814-863-2426 | (f) 814-865-3282
http://www.hhdev.psu.edu/research | http://aac.psu.edu/
Thank you for sharing this.

I would be very supportive of this inter college graduate degree. In fact I would like to know if there is a way for me to participate or be part of it in some manner. Ted Jaenicke, one of the faculty working in the group with Dr. Shortie, is also collaborating with me on the Food Systems minor - we both will be teaching the core courses of that minor. I am also working with other AEREC graduate faculty. The courses outlined in the proposal are usually the ones I require my Ph.D. students to take, along with a few others from the college of Business. Any suggestions to follow through would be much appreciated. It would ensure we are part of another element of the FEW nexus initiative on campus. Thanks again.

Best regards,

Amit

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Dr. Amit Sharma, Ph.D.
Associate Professor of Hospitality Finance
Director, Food Decisions Research Laboratory
School of Hospitality Management
Penn State University

Faculty Fellow, Rock Ethics Institute
Editor, ICHRIE Penn State Research Reports
Vice President, ICHRIE
On Sep 26, 2016, at 9:22 PM, DONNA L QUADRI-FELITTI <dlq3@psu.edu> wrote:

Dear Amit and Anna,

Please see Kathy's note below. If you look at the bullets below, I think you are the two faculty best positioned to comment. If you think others may, please let me know. In addition, could you confirm to Kathy, copied above, and myself if you will respond?

Thanks,

Donna

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From: "Kathryn D R Drager" <kdd5@psu.edu>
To: "DONNA L QUADRI-FELITTI" <dlq3@psu.edu>
Sent: Monday, September 26, 2016 12:57:14 PM
Subject: Fwd: Request for consulation for new graduate program

Hi Donna,

We've been asked to consult on the attached proposal for a new intercollege graduate degree program, Energy, Environmental, and Food Economics. In my read of it, much of the proposal is outside of the realm of Health and Human Development, with the exception of one of the fields of concentration (and some intersections with economics, marketing, etc.):

*Food Industrial Organization:* Students will learn theory and empirical methods to investigate and research the structure and performance for food and agricultural markets. Students will gain expertise in both consumer and firm behavior, which includes strategic considerations of all major players in the market. Examples of specific topics include:

- Developing structural models of firm and consumer behavior in the market;
- Testing theoretical results with micro-level data and current marketing/industrial organization (IO) models;
- Investigating reduced-form models of market outcomes after identifying exogenous shifts in underlying market forces or policies;
• Exploring the evolution of theoretical models of consumer demand; and
• Exploring linkages, via structural or reduced-form models between food behavior and health.

Do you think that any HM faculty should/could weigh in on supporting this proposal?

Thank you,

Kathy

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Kathryn Drager, PhD, CCC-SLP
Associate Dean for Research and Graduate Education
Professor of Communication Sciences and Disorders
College of Health and Human Development
The Pennsylvania State University
329 Health and Human Development Building
University Park, PA 16802

(p) 814-863-2426  |  (f) 814-865-3282
http://www.hhdev.psu.edu/research  |  http://aac.psu.edu/

From: "James Shortle" <jss15@psu.edu>
To: kdd5@psu.edu
Sent: Monday, September 26, 2016 11:29:16 AM
Subject: Request for consultation for new graduate program

Dear Dean Drager:

I am writing to request consultation from the College of Health and Human Development for a new graduate program with the title Energy, Environmental, and Food Economics. I had submitted the proposal on behalf of a multi-college faculty group to the Graduate School in August with consultations
from the Departments of Agricultural Economics, Sociology, and Educations (College of Agricultural Sciences) Economics (Liberal Arts), Energy and Mineral Engineering (Earth and Mineral Sciences), and Risk Management (Smeal), and affected dual degree programs in International Agricultural Development, Demography, and Operations Research.

On reviewing the proposal, the Graduate Council Joint Curricular Committee asked that I request additional formal consultation from you as the Associate Dean for Research and Graduate Studies, College of Health and Human Development, with the specific instruction that I ask you to consult appropriate faculty members your their unit. I will greatly appreciate your doing so.

The proposal as I submitted it to the graduate school and includes consultations that I had received prior to the submission.

In brief, the proposal is for a new Inter-College Graduate Degree program in Energy, Environment, and Food Economics. The proposal was developed by faculty teaching in the Agricultural, Environmental and Regional Economics program (AEREC) (Department of Agricultural Economics, Sociology, and Education), and the Energy and Mineral Engineering (EME) program (Department of Energy and Mineral Engineering). The propose program would replace the existing AEREC program and the Energy Management Option in the EME degree. The faculty group has been collaborating in teaching, seminars, student advising for several years. The IGDP would formalize the relationship and we believe do much to strengthen our the MS and PhD programs.

I will look forward to discussing the proposal with you should you wish to do so, and greatly appreciate your attention to this.

Sincerely,

Jim Shortle
Distinguished Professor of Agricultural and Environmental Economics
Environment and Natural Resources Institute
College of Agricultural Sciences
814-865-8270
Dear Melanie, Ed, and Leif: I have been working with a group of faculty in three colleges to develop a proposal for an Inter-College Graduate Degree Program titled Energy, Environmental, and Food Economics (EEFE). The proposed program would replace the existing program in Agricultural, Environmental, and Regional Economics (AERE). The proposal has been developed with active participation of the AERE faculty and has given a strong thumbs up in polling of the faculty.

While the AERE program currently offers the Dual Degree in International Agriculture and Development, there has been little interest or participation by AERE students in this Dual Degree. We would expect the same to be true of students in the EEFE program if approved. Accordingly, we have decided not to include the Dual Degree in International Agriculture and Development is not included in the EEFE proposal.

As part of the consultative process for new program proposals, I invite your comment. I would also be happy to talk to you about this if you would like. I have included the current draft proposal and some FAQs.

The proposed EEFE curriculum entails only modest changes in the AERE curriculum and will have no impact on the courses that have been offered by the AERE faculty. It is composed entirely of existing courses and does not call for the elimination of any courses.

Sincerely,

Jim

From: Leif Jensen
Sent: Thursday, August 11, 2016 8:58 AM
To: James Shortle; Melanie Miller-Foster; egrajotte@psu.edu; ljensen@psu.edu
Cc: Ted Jaenicke; Seth Blumsack; Deanna Behring

Subject: RE: Energy, Environmental, Food Economics IDGP proposal

Thanks for this Jim. EEFE promises to be a success and good for Penn State. I should note that for the past several months we’ve been reviewing the INTAD program with an eye toward making needed revisions. Speaking for myself I would hope that if, down the road, it becomes
apparent that INTAD would be a valuable option for EEFE students, then the EEFE program would consider joining INTAD. Leif.
Hi Jeya,

I have been working with a group of faculty in EMS and College of Ag to develop a new intercollege graduate program in Energy, Environmental and Food Economics (EEFE). This would replace the current Agricultural, Environmental and Regional Economics (AEREC) program, which exists solely within Ag and has made it unnecessarily difficult for the energy and environmental economists in EMS and AEREC to collaborate in working with students.

A number of participating faculty in the new EEFE program are also faculty in the OR Dual Title Degree program and we want to make sure that relationship continues. Essentially this would mean replacing the AEREC OR dual degree with the EEFE dual degree. The EME OR dual degree with Energy and Mineral Engineering would not be affected.

The requirements for the EEFE program are pretty similar to AEREC and also similar to what is expected of students in Energy and Mineral Engineering with an energy economics focus. Differences in requirements for EEFE at the PhD level involve asking students to select two fields of specialization, and increasing the quantitative requirements as compared to the old AEREC program. So those students in EEFE who want to seek out the OR Dual Title will, in our view, be better prepared to do so than students in the current AEREC program or the energy economics option within Energy and Mineral Engineering.

The proposal is attached, and I would appreciate any comments that you might have. Also happy to talk with you more about this if you would like.

It should not affect the OR program except in one small way - the bulletin entry for OR would need to be updated to replace "Agricultural, Environmental and Regional Economics" with "Energy, Environmental and Food Economics" in the list of programs whose students are eligible for the dual title degree.

All the best, and thanks in advance

Seth

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Seth Blumsack
Associate Professor
John T. Ryan, Jr. Faculty Fellow
Program Chair, Energy Business and Finance
No response was received from the OR program. Subsequent communications with the Program Chair indicate that the request was received, considered, and that no response would be forthcoming.
Hi Keith,

I hope that you have been having a good summer. I am writing on behalf of a group of economists in my department and in AEREC who have been working to create a new intercollege graduate program in Energy, Environmental and Food Economics. We have been working on the proposal and are sharing it with you for any thoughts that you might have before we formally submit it to the Graduate School on (or before) August 25th. Tony Kwasnica has also been helping us to put the proposal together and we have been very happy that he has been interested in participating.

We are very excited about this proposal since it will allow for more effective collaboration on energy, environmental and food economics and working with students across departments than has been possible. If it creates a visible platform to spur even more collaborative work with faculty in Smeal or other places on campus, all the better.

This proposed program would replace the current AEREC graduate program. The graduate program in my department would be unaffected, but the new program will provide better training and opportunities for energy economics students than we have been able to do thus far in my department.

I do not see any serious impact on the Smeal or its faculty - in fact, we would be happy to include folks from Smeal that wanted to be formally affiliated with the program (we already know that Tony is interested). One thing that does not appear in the proposal is that students will have the option of taking Tony's BA 597 course. Once that course gets a permanent number we can include it in a revised curriculum description, but the Graduate School will not let us submit a proposal with a 597 course number.

The program structure also more closely mirrors what happens in many economics programs, with students asked to choose from different specialization fields.

Jim Shortle, Ted Jaenicke and I would be happy to discuss the proposal with you, if you would like. Otherwise we are shooting to submit by August 25th so would appreciate any feedback before that time.

All the best,
On Jul 25, 2016, at 9:44 AM, Keith Crocker <kcrocker@psu.edu> wrote:

Hello, Seth. Tony Kwasnica has been keeping me in the loop on this initiative, and so he fully represents the position of the RM Department in these discussions. Thanks for reaching out.

Keith

***

From: Tony Kwasnica [mailto:kwasnica@psu.edu]
Sent: Monday, July 25, 2016 9:54 AM
To: Keith Crocker
Cc: Seth Blumsack; Tony Kwasnica; Ted Jaenicke; James Shortle; David Breecker [MSL]

Subject: Re: Graduate program proposal in Energy, Environmental and Food Economics

I support this proposal. I am in the process of preparing the paperwork for the 597 course to get a title. I am not sure how long the process takes but I hope to send the paperwork to Mike Gilpatrick (our college course proposal guru) before I leave for vacation on Thursday.

Tony
WRITTEN EVIDENCE OF CONSULTATION WITH THE OFFICE FOR RESEARCH PROTECTIONS REGARDING SARI REQUIREMENTS.

A SARI program plan was developed for the proposed EEFE program following a meeting with Debrah Poveromo of the ORP to discuss requirements, options, and best practices. The plan was then submitted for ORP review. The correspondence is below. The SARI program plan is presented in the Appendix.

From: James Shortle [mailto:jss15@psu.edu]
Sent: Tuesday, July 05, 2016 10:57 PM
To: Poveromo, Debrah <dap192@psu.edu>
Cc: Amanda Ault <alr226@psu.edu>
Subject: EEFE IGDP SARI

Dear Deb. Attached is a draft of the SARI program plan for the proposed EEFE IGDP. Your review, comments and suggestions will be greatly appreciated.

Thanks. Jim

From: Poveromo, Debrah [mailto:dap192@psu.edu]
Sent: Wednesday, July 06, 2016 10:06 AM
To: James Shortle
Cc: Amanda Ault; Bode-Lang, Katherine
Subject: RE: EEFE IGDP SARI

Hi Jim,

Thanks so much for sharing your proposed SARI plan with me. I looked it over and I think it looks great. You have all the bases covered and I especially like the use of case studies to be included in the workshops to help generate discussion. A good place to look for misconduct case summaries is The Office of Research Integrity website <ori.hhs.gov>. I also like the transition from first year theory to second year research communication.

I will be sending you a formal letter that will include information for locating your program plan and tracking form in Angel. I just want to make sure I put it in the right location. Your proposed program will still fall under The College of Agricultural Sciences but no longer under the Agricultural, Environmental and Regional Economics/Rural Sociology program. It will be titled Energy, Environmental, and Food Economics (EEFE). Is this information correct? Also, should I go ahead and set this folder up in Angel or shall I wait until final approval has been granted by the College of Ag.?

It was a pleasure meeting you and Amanda at the ORP office. Thank you very much for working with us to produce an outstanding SARI@PSU plan that will meet the needs of both M.S. and Ph.D. students in your program. I will wait to hear from you before I proceed with the final steps.
As always, if you need any additional resources from the ORP, please let me know.

Sincerely,

Deb
APPENDIX I

Graduate Bulletin Entries

This appendix presents the Graduate Bulletin entry for the proposed EEFE program. It also presents new Graduate Bulletin entries for the Demography, International Agricultural Development, and Operations Research Dual Title programs that would be required by the EEFE program.

Energy, Environmental, and Food Economics (EEFE)

Program Homepage [TBD]

Program Head and Contact Information [TBD]

Degrees Conferred:

Ph.D., M.S.
Dual Title M.S., Ph.D. in Energy, Environmental, and Food Economics and Demography
Dual Title M.S., Ph.D. in Energy, Environmental, and Food Economics and Operations Research

Graduate Faculty

[Link to list TBD]

The Programs

The programs in Energy, Environmental, and Food Economics (EEFE) are designed to educate students as applied research economists in the fields of energy economics, environment and natural resource economics, and industrial organization in the food sector. The EEFE graduate program offers Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees. Through completion of advanced course work and rigorous skills training, the Ph.D. and M.S. programs will prepare students to conduct independent research in accordance with the highest ethical standards, scientific integrity, and interpersonal collegiality, and to effectively interpret and communicate the results of their research. The M.S. degree is a research-oriented degree. Thus, a strong component of the M.S. candidate’s program includes training in scientific methods as well as techniques of analysis applicable to the field. Additional depth and breadth of training required in the EEFE Ph.D. curriculum will prepare students to conduct original research that advances scientific knowledge in their fields of specialization. Students will also acquire the background and skills necessary to be effective teachers, mentors, and practitioners of economics. As an intercollege graduate program, EEFE faculty members reside in several Penn State departments and Colleges. Students in the program have access to and utilize resources of the participating departments (courses, faculties and facilities).
Students may elect to pursue dual-title degrees in Energy, Environmental, and Food Economics and Demography, and Energy, Environmental, and Food Economics and Operations Research.

Admissions Requirements

Requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants must complete the online Graduate School application and pay a nonrefundable application fee.

Scores from the Graduate Record Examinations (GRE), or from a comparable substitute examination accepted by the graduate program, are required for admission. At the discretion of a graduate program, a student may be admitted provisionally for graduate study in a program without these scores. Letters of recommendation and an applicant's statement of purpose are also required.

Students admitted to the M.S. program are expected to have:

- At least 9 credits in economics, including intermediate undergraduate microeconomic theory and intermediate undergraduate macroeconomic theory.
- Introductory statistics and two semesters of calculus.
- A minimum 3.00 junior/senior GPA (on a 4.00 scale).

Promising students with special backgrounds, abilities, and interests who do not meet these requirements may be admitted provisionally at the discretion of the program. Students provisionally admitted to the program are required to acquire the necessary background skills in economics, mathematics and statistics once they join the program.

Students admitted to the Ph.D. program are in general expected, though not required, to have a master's degree in economics, agricultural economics, resource economics or other closely related field. Consistent with this general expectation, students admitted to the Ph.D. program should have course work in:

- Differential and integral calculus, and linear algebra.
- Master's-level economic theory.
- Master's-level statistics/econometrics.

Students admitted to the Ph.D. program are also expected to have a minimum 3.00 Grade Point Average (GPA) in master's-level course work (on a 4.00 scale). Exceptions to the minimum 3.00 GPA may be made for students with special backgrounds, abilities, and interests at the discretion of the program.

Promising students who seek to enter the Ph.D. program but who have course work deficiencies may be admitted to the M.S. program and subsequently apply to the Ph.D. program after successfully eliminating the deficiencies. Completion of the M.S. degree is not required of
students admitted to the Ph.D. program from the M.S. program. The expected time to completion of the Ph.D. for students without course work deficiencies is 3.5 to 4 years.

Student seeking the Ph.D. dual-title degrees in Demography or Operations Research must meet additional admissions requirements. Refer to the Demography (http://bulletins.psu.edu/graduate/programs/D/GRAD%20DEMOG) and Operations Research (http://bulletins.psu.edu/graduate/programs/O/GRAD%20O%20R) program descriptions for details.

M.S. Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

A minimum of 30 credits at the 500 and 600 level is required for the EEFE M.S. degree, including 6 credits of research (EEFE 600 or 610). Courses taken to remove deficiencies in preparation may extend the minimum number of credits required. A minor is not required. EEFE M.S. students are required to write a thesis and to pass a final oral examination as part of the requirements for the degree. The thesis must be accepted by the advisers and/or committee members, the head of the graduate program, and the Graduate School.

Core M.S. Course Requirements: 15 credits consisting of microeconomic theory (3 credits), applied welfare economics (3 credits), econometrics (6 credits), and quantitative methods (3 credits). The required courses for the core curriculum are:

- AEREC 510 Econometrics I (3 credits)
- AEREC 511 Econometrics II (3 credits)
- AEREC 512 Applied Microeconomic Theory I (3 credits)
- AEREC 527 Quantitative Methods I or EME 500 Energy and Mineral Project Investment Evaluation (3 credits)
- AEREC/EME 529 Applied Welfare Economics (3 credits)

Additional M.S. Course Work Requirements: 9 credits of field electives taught at the 500 level. These courses will be chosen in consultation with the student’s academic adviser and cannot include readings or independent study courses (596s).

Thesis Research: 6 credits of thesis research (EEFE 600 or 610).

M.S. degree students must complete Scholarship and Research Integrity (SARI) Training (10 hours).

Ph.D. Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.
Students in the EEFE Ph.D. program will be required to complete 36 credits of course work at the 500- and 600-level, write and successfully defend a second year paper, write and successfully defend a Ph.D. dissertation, and pass a candidacy examination and a comprehensive examination. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

Course work requirements include 21 credits of core course work, at least 12 credits of field courses, and 3 credits of elective courses selected from a list of approved electives maintained by the program office.

**Core Ph.D. Course Requirements:** 21 credits consisting of microeconomic theory (6 credits), applied welfare economics (3 credits), econometrics (6 credits), quantitative methods (3 credits), and computational economics (3 credits). The required courses for the core curriculum are:

- ECON 502 Microeconomic Analysis* (3 credits)
- AEREC 510 Econometrics I (3 credits)
- AEREC 511 Econometrics II (3 credits)
- ECON 521 Advanced Microeconomic Theory (3 credits)
- AEREC 527 Quantitative Methods I (3 credits)
- AEREC 533 Applied Computational Economics (3 credits)
- AEREC/EME 529 Applied Welfare Economics (3 credits)

*Students selecting the Energy Systems Field may petition to substitute EME 500 Energy and Mineral Project Investment Evaluation (3) for ECON 502

**Ph.D. Field Course Requirements:** Two fields consisting of a minimum of 6 credits each from designated field courses.

- **Energy Economics, Policy and Systems**
  - ENNEC 540 Economic Analysis of Energy Markets (3 credits)
  - ENNEC 560 Mineral and Energy Finance I (3 credits)

- **Environment and Natural Resource Economics**
  - AEREC 519 Resource and Environmental Economics I (3 credits)
  - AEREC 541 Resource and Environmental Economics II (3 credits)

- **Food Industrial Organization**
  - AEREC 503 Agricultural Marketing (3 credits)
  - AEREC 536 Agricultural Commodity Markets (3 credits)

**Ph.D. Electives:** A minimum of 3 credits at the 500 level, of which 3 credits must be selected from the following list:

- AEREC 531 Microeconometrics (3 credits)
- ENNEC 541 Economics of Energy and the Environment (3 credits)
Ph.D. degree students must also complete Scholarship and Research Integrity (SARI) Training (10 hours).

**Dual-Title Graduate Degree in EEFE and Demography**

**Admissions Requirements**

Students must apply and be admitted to the graduate program in EEFE and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Demography dual-title program. Refer to the Admission Requirements section of the Demography Bulletin page. Doctoral students must apply for enrollment into the dual-title degree program in Demography prior to obtaining candidacy in EEFE.

**Degree Requirements**

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in EEFE, listed above. In addition, students pursuing the dual-title Ph.D. in EEFE and Demography must complete the degree requirements for the dual-title in Demography, listed on the Demography Bulletin page.

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from EEFE and must include at least one Graduate Faculty member from the Demography program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both EEFE and Demography. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of an EEFE and Demography dual-title doctoral degree student must include at least one member of Demography Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Demography, the member of the committee representing Demography must be appointed as co-chair. The Demography representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students enrolled in the dual-title program are required to write and orally defend a dissertation on a topic that reflects their original research and education in EEFE and Demography. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Dual-Title Graduate Degree in EEFE and Operations Research**

**Admissions Requirements**
Students must apply and be admitted to the graduate program in EEFE and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admission requirements of the Operations Research dual-title program. Refer to the Admission Requirements section of the Operations Research Bulletin page. Doctoral students must apply for enrollment into the dual-title degree program in Operations Research prior to obtaining candidacy in EEFE.

Degree Requirements
To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in EEFE, listed above. In addition, students pursuing the dual-title Ph.D. in EEFE and Operations Research must complete the degree requirements for the dual-title in Operations Research, listed on the Operations Research Bulletin page.

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from EEFE and must include at least one Graduate Faculty member from the Operations Research program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both EEFE and Operations Research. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of an EEFE and Operations Research dual-title doctoral degree student must include at least one member of Operations Research Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Operations Research, the member of the committee representing Operations Research must be appointed as co-chair. The Operations Research representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students enrolled in the dual-title program are required to write and orally defend a dissertation on a topic that reflects their original research and education in EEFE and Operations Research. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

Student Aid
Graduate assistantships that are available to students in this program and other forms of student aid are described in the STUDENT AID section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Courses
Graduate courses carry numbers from 500 to 699 and 800 to 899. A graduate student may register for or audit courses below the 500 level in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for the EEFE degrees.

[Link to the Course List TBD]

Demography (DEMOG)

Program Home Page

STEPHEN A. MATTHEWS, In Charge
601 Oswald Tower
814-865-0486
demography@psu.edu

Degrees Conferred:

Students electing this option through participating programs will earn a degree with a dual title at both the Ph.D. and M.A./M.S. levels, i.e., Ph.D. in (graduate program name) and Demography, or M.A. or M.S. in (graduate program name) and Demography.

The following graduate programs offer dual degrees in Demography: M.A. and Ph.D. in Sociology and Demography; M.A. and Ph.D. in Economics and Demography; M.A. and Ph.D. in Anthropology and Demography; M.S. and Ph.D. in Rural Sociology and Demography; M.S. and Ph.D. in Human Development and Family Studies, and Demography; M.S. and Ph.D. in Energy, Environmental, and Food Economics, and Demography; M.S. and Ph.D. in Health Policy and Administration.

The Graduate Faculty

The Program

The Demography dual-title degree program option is administered by the Demography Program Committee, which is responsible for management of the program. The committee maintains program definition, identifies faculty and courses appropriate to the option, and recommends policies and procedures for its operation to the dean of the Graduate School. This dual-title degree program is offered as an option to graduate major programs in three colleges: Agricultural Sciences, Health and Human Development, and the Liberal Arts. The option enables students from diverse graduate programs to attain and be identified with the content, techniques, methodology, and policy implications of demography, while maintaining a close association with
areas of application. Through demography, students study (1) the size, composition, and distribution of the population; (2) changes in these characteristics; (3) the processes that determine these changes—fertility, migration, and mortality; and (4) their social, economic, and cultural causes and consequences. To pursue a dual-title degree in Demography, the student must apply to the Graduate School and be admitted to one of the following graduate programs: Energy, Environmental and Food Economics, Health Policy and Administration, Anthropology, Economics, Human Development and Family Studies, Rural Sociology, or Sociology.

Admission Requirements

Students applying for admission to the dual-title in Demography must provide a positive recommendation by a Demography Graduate Faculty member in their graduate major program.

Applicants should have a junior/senior cumulative grade-point average of well above 3.00 (on a 4.00 scale) and appropriate courses in statistics and in the social science department to which they are applying. The application should include three letters of reference and a statement describing and explaining the applicant's interest in demography and goals during and after graduate study. Doctoral students must apply and be admitted to the Demography dual-title program prior to taking the candidacy exam.

Degree Requirements

To qualify for a dual-title degree, students must satisfy the requirements of the graduate program in which they are enrolled, including the communication/foreign language requirements, if any. In addition, they must satisfy the minimum requirements for the dual-title in Demography described here, as established by the Demography Program Committee. Within this framework, final course selection is determined by students and their degree committees. All dual-title degree candidates who are in residence must enroll in DEMOG 590 for 1 credit each year in residence.

Master's Degree: For the M.A. and M.S. degree with the Demography option, 12 course credits are required in addition to the colloquium credit or credits. A minimum of 3 credits is required in each of the following areas: (1) disciplinary perspective courses; (2) demographic methods courses (SOC 573 is required of all candidates); (3) seminars in demographic processes; (4) seminars in population studies. See a complete course list on the program home page.

Particular courses may satisfy both the graduate major program requirements and those of the Demography option. The thesis supervisor must be a member of the Graduate Faculty recommended by the chair or the graduate officer of the program granting the degree and a member of the Demography faculty.
Ph.D. Degree: For the Ph.D. degree with a dual-title in Demography, a minimum of 24 credits is required in addition to the colloquium credits. For students entering with a master's degree from another institution, equivalent course credits may be accepted. The following minimum number of credits is required in each curriculum category: 3 credits of disciplinary perspective courses; 6 credits of demographic methods courses; SOC 573 is required of all candidates; 6 credits of seminars in demographic processes; 3 credits of seminars in population studies; and 6 credits of electives. Final course selection is determined in consultation with the doctoral committee.

The candidacy examination committee for the dual-title Ph.D. degree must include at least one Graduate Faculty member from the Demography program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both the primary graduate degree program and Demography. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for doctoral committees, the chair and at least one additional member of the doctoral committee must be members of the graduate faculty in Demography. The Demography faculty members on the student's committee are responsible for administering an examination in demography that constitutes a portion of the comprehensive examination of the dual-title doctoral student. Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in both their primary graduate program and Demography. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

Other Relevant Information

A Ph.D. minor in Demography is available for doctoral students in graduate programs other than the dual-title participating programs who find it advantageous to include demographic content, methods, and policy analysis in their program of study. The student’s doctoral committee must approve the choice of this minor, and one member of the doctoral committee must be from the Demography Graduate Faculty.

To qualify for a minor in Demography, students must satisfy the requirements of their graduate major program and take at least 15 credits in demography in addition to colloquium credits. A minimum of 6 credits must be at the 500 level. A minimum of at least 3 credits each in (1) disciplinary perspective, (2) demographic methods courses (SOC 573 is required of all candidates), (3) seminars in demographic processes, and (4) seminars in population studies is
required. Students must enroll in DEMOG 590 for 1 credit during each year enrolled in the program and in residence.

**Student Aid**

Graduate assistantships available to students in this program and other forms of student aid are described in the [STUDENT AID section of the Graduate Bulletin](#). Students on graduate assistantships must adhere to the [course load limits set forth in the Graduate Bulletin](#). In addition, the following awards typically have been available to graduate students in this program: [Affiliated departments and The Population Research Institute Assistantships](#), and the [NICHD Traineeship awards](#).

**Courses**

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

**DEMOGRAPHY (DEMOG) course list**

DATE LAST REVIEWED BY THE GRADUATE SCHOOL: 5/24/04

Faculty linked: 6/5/14

**International Agriculture and Development (INTAD)**

MELANIE MILLER FOSTER, Assistant Professor  
Office of International Programs, College of Agricultural Sciences  
106 Agricultural Administration Building  
814-867-3831; mjm727@psu.edu

EDWIN RAJOTTE, Co-Program Coordinator, Professor of Entomology  
508 Agricultural Sciences and Industries Building  
814-863-6461; egrajotte@psu.edu
Degrees Conferred

Students electing this degree program through participating programs will earn a degree with a dual-title at the Master's or Ph.D. level. Students receive a degree that lists their major program and International Agriculture and Development (INTAD).

The International Agriculture and Development (INTAD) program is offered to graduate students in the Agricultural and Extension Education, Entomology, Plant Pathology, Rural Sociology, and Soil Science programs. The dual title degree enables qualified students from the CAS and other select programs at Penn State to combine their major degree with an internationally focused program of study to gain global competency skills and techniques for application of their discipline in a global environment.

The Graduate Faculty

The Program

The INTAD Graduate dual-title degree program is administered by the INTAD- Academic Program Management Committee. The committee maintains the curriculum, identifies courses appropriate for the program, and develops and recommends policy and procedures for the program’s operation to the dean of the College of Agricultural Sciences and the dean of the Graduate School. Graduate Faculty members of the INTAD dual-title program also serve on doctoral committees for students who are admitted to the dual-title program. This dual-title program enables students to learn about international agriculture while maintaining a close association with their primary area of interest in their home department.

Admission Requirements

To pursue the INTAD dual-title offering, a student must first apply to and be admitted to one of the participating graduate degree programs and the Graduate School at Penn State. Upon acceptance into the major program, the student can apply to the INTAD dual-title program. Students must apply and be admitted to the INTAD dual-title program prior to taking the candidacy exam. The student will submit an application to the INTAD Academic Program Committee. The application will include a written personal statement indicating the career goals they hope to accomplish by earning a dual-title degree.
Degree Requirements

To qualify for the INTAD dual-title degree, students must satisfy the requirements of the graduate major program in which they are enrolled. In addition, they must satisfy the minimum requirements of the INTAD dual-title degree specified here.

Graduates of the dual-title INTAD master's degree program who wish to pursue an INTAD doctoral degree must re-apply to the INTAD program for admission. INTAD master's degree credits may be carried over to the doctoral program. Six additional INTAD credits will be required. INTAD master's degree graduates who pursue an INTAD Ph.D. are required to take the INTAD 820 International Agricultural Development Seminar a second time.

Master's Degree:

Course Requirements

Students are required to complete a minimum of 12 INTAD course credits (400, 500, or 800) for a dual-title Master's degree. Nine credits will be from the core curriculum, which includes a 3-credit seminar course, the International Agricultural Development Seminar (INTAD 820), and two courses from the Department of Agricultural Economics, Sociology and Education. The remaining three credits must be taken as internship or applied courses/independent studies with international development content.

Final course selection is determined by the students, their major program advisors and their INTAD advisors. Such advisors will discuss with the student a program of study that meets the student's career goals and that is in accord with the policies of the Graduate Council and the INTAD dual-title program. Some courses may satisfy both the major graduate program requirements and those of the INTAD dual-title program. Permission from a student's academic advisor, in consultation with the program chair, is required to substitute a 400-level course for a 500-level course; however, the requirement for 18 credits at the 500 or 600 level must still be met, in total, across both the major and the dual-title courses of study.

Thesis

Students pursuing a Master of Science (M.S.) degree that requires a master's thesis, in addition to the 12 credits specified above, must write the thesis on a topic that reflects both the graduate program in their primary degree and the dual-title offering in INTAD. At least 6 credits in thesis research (600 or 610) must be taken in the graduate major program.

All members of the student's committee for the dual-title master's degree will be members of the Graduate Faculty. The committee must include at least one Graduate Faculty member from INTAD.
Ph.D. Degree

Students admitted to the doctoral INTAD dual-title offering must exhibit high research competence, including ability to identify, conceptualize, and execute a significant research project that makes a significant addition to the body of knowledge in the field. Students also should be fluent in reading, writing, and speaking English.

Course Requirements

Students are required to complete a minimum of 18 INTAD credits for a dual-title Ph.D. degree. Nine credits will be from the core curriculum, which includes a 3-credit seminar course, the International Agricultural Development Seminar (INTAD 820), and two courses from the Department of Agricultural Economics, Sociology, and Education. The remaining 9 credits must be taken from among INTAD electives. In addition, they will be encouraged to pursue proficiency in a language other than English, as appropriate.

Final course selection is determined by the students, their major program advisors and their INTAD advisors. Such advisors will discuss with the student a program of study that meets the student’s career goals and that is in accord with the policies of the Graduate Council and the INTAD dual-title program. Some courses may satisfy both the major graduate program requirements and those of the INTAD dual-title program. The 18 required credits must be at the 500 or 800 level. Permission from a student's academic advisor, in consultation with the program chair, is required to substitute a 400-level course for a 500-level course.

Candidacy

Candidacy procedures will be based on the procedures of the major department and will have an international dimension. Although not encouraged, the dual-title degree student may require an additional semester or more to fulfill requirements for the dual-title degree program. Therefore, under exceptional circumstances, the candidacy exam may be delayed at the discretion of the student's advisor in consultation with the INTAD program coordinators. The candidacy examination committee for the dual-title Ph.D. degree must include at least one Graduate Faculty member from the INTAD program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both the primary graduate degree program and INTAD.

Committee Composition

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of an INTAD dual-title Ph.D. student must include at least one member of the INTAD Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty
may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in INTAD, the member of the committee representing INTAD must be appointed as co-chair.

**Comprehensive Exam**

At the end of their coursework, students must pass a comprehensive examination that follows the guidelines established by the primary program and reflects both their primary program and the dual-title degree curriculum. International agriculture must be one of the key areas of the exam and the INTAD representative on the student’s doctoral committee must have input into the development of and participate in the evaluation of the comprehensive evaluation.

**Dissertation and Dissertation Defense**

Doctoral students enrolled in the dual-title degree program are required to write and orally defend a dissertation on a topic that reflects their original research and education in both their primary program and the INTAD dual-title program. The dissertation should contribute to the body of knowledge in international agriculture. A public oral presentation of the dissertation is required. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination (the dissertation defense).

**Student Aid**

Graduate Assistantships and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. A limited number of Research Assistantships are also available through the CAS. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

**Courses**

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students but courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up for deficiencies or to fill in gaps in previous education but may do not meet requirements for an advanced degree.

Last Revised by the Department: Summer Session 2011
Blue Sheet Item #: 39-07-017
Review Date: 06/21/2011
Faculty linked: 6/20/14
Operations Research (O R)

Program Home Page

M-JEYA CHANDRA, Chair
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University Park, PA  16802
814-863-4745

Degrees Conferred

Students electing this option through participating programs earn a degree with a dual title at both the Ph.D. and the M.S., M.A., or M.Eng. levels, i.e., Ph.D. in (graduate program name) and Operations Research, or M.S., M.A., or M.Eng. in (graduate program name) and Operations Research.

The following graduate programs offer dual-title degrees in Operations Research: Agricultural and Biological Engineering; Animal Science; Business Administration; Civil Engineering; Chemical Engineering; Computer Science and Engineering; Electrical Engineering; Economics; Educational Leadership; Energy, Environmental, and Food Economics; Energy and Mineral Engineering; Entomology; Forest Resources; Geography; Geosciences; Hospitality Management; Industrial Engineering; Mathematics; Mechanical Engineering; Statistics; and Workforce Education and Development.

The Graduate Faculty

The Program

The Operations Research dual-title degree program is administered by an Operations Research committee, which is responsible for management of the program. The committee maintains program definition, identifies faculty and courses appropriate to the option, and recommends policy and procedures for its operation to the dean of the Graduate School. This dual-title degree program is offered by graduate major programs in eight colleges. The dual-title program enables students from diverse graduate programs to attain and be identified with the tools, techniques, and methodology of operations research, while maintaining a close association with areas of application. Operations research is the analysis--usually involving mathematical treatment--of a
process, problem, or operation to determine its purpose and effectiveness and to gain maximum
efficiency. Students must apply and be admitted to one of the approved graduate programs and
The Graduate School before they can apply for admission to the dual-title degree program.

Admission Requirements

For the M.S., M.A., M.Eng. dual-title degree in Operations Research, in addition to those
prescribed by the graduate major program, prerequisites for acceptance to the program without
deficiency include the following or their equivalent: MATH 140, MATH 141, MATH 220;
CMPSC 101; and 3 credits of probability and statistics.

For the Ph.D. dual-title degree in Operations Research, in addition to those prescribed by the
graduate major program, prerequisites for acceptance to the program without deficiency include
the following or their equivalent: MATH 401, MATH 436; CMPSC 101; and 3 credits of
probability and statistics.

Doctoral students must apply and be admitted to the Operations Research dual-title program
prior to taking the candidacy exam.

Degree Requirements

To qualify for a dual-title degree, students must satisfy the requirements of the graduate major
programs in which they are enrolled, in addition to the minimum requirements, or their
equivalent, in the Operations Research program. Students must enroll in O R 590 Colloquium for
at least 1 credit in each year enrolled in the program and in residence.

For the M.S. or M.A. dual-title degree in Operations Research, the minimum requirements are: 6
credits in stochastic/statistical methods, including a minimum of 3 credits in each of the areas of
statistical methods and stochastic processes; 6 credits in optimization, including a minimum of 3
credits in linear programming; 3 credits in computational methods; and 3 credits in
applications/specialization. (Application courses are those that involve problem solving through
the use of decision methods.) A minimum of 9 credits must be in the 500 series. Particular
courses may satisfy both the graduate major program requirements and those in the Operations
Research program. A list of courses that will satisfy these requirements is maintained by the
graduate program office.

A thesis may be required by the graduate major program, the supervisor of which must be a
member of the Graduate Faculty recommended by the chair of the program granting the degree
and approved by the Operations Research committee as qualified to supervise thesis work in
operations research. If the graduate major program has an approved non-thesis track for the
M.A./M.S. degree, a scholarly paper may be written in lieu of a thesis. All M.Eng. students and
M.A./M.S. students who choose to submit a scholarly paper instead of a thesis must take an additional 6 credits in the Operations Research program. It is the prerogative of the graduate major program to assign these credits to one or more of the following categories: stochastic/statistical methods, optimization, computational methods, or applications.

The minimum requirements for the Ph.D. dual-title degree in Operations Research are: 9 credits in stochastic/statistical methods, including a minimum of 3 credits in each of the areas of statistical methods and stochastic processes; 9 credits in optimization, including a minimum of 3 credits in linear programming; 6 credits in computational methods, including a minimum of 3 credits in simulation; and 12 credits in applications/specialization. A minimum of 18 credits must be in the 500 series, and particular courses may satisfy both the graduate major program requirements and those in the Operations Research program.

The candidacy examination committee for the dual-title Ph.D. degree must include at least one Graduate Faculty member from the Operations Research program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both the primary graduate degree program and Operations Research. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for doctoral committees, the chair and at least two members of the doctoral committee of an Operations Research dual-title Ph.D. student must be members of the Operations Research Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. The Operations Research representatives on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in both their primary graduate program and Operations Research. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

A Ph.D. minor program in Operations Research is available for doctoral students who find it advantageous to include advanced quantitative methods of systems analysis in their programs of study and have been approved to do so by their doctoral committees. To qualify for a minor in Operations Research, students must satisfy the requirements of their graduate major programs, meet the same admissions prerequisites as the M.S. dual-title degree students, and meet the following minimum degree requirements: 6 credits in stochastic/statistical methods, including a
minimum of 3 credits in each of the areas of statistical methods and stochastic processes; 6 
credits in optimization; and 3 credits in computational methods. A minimum of 6 credits must be 
taken at the 500 level.

Official requests to add the minor to a doctoral candidate’s academic record must be submitted to 
Graduate Enrollment Services prior to establishment of the doctoral committee and prior to 
scheduling the comprehensive examination. At least one Graduate Faculty member from 
Operations Research must serve on the candidate’s doctoral committee.

Student Aid

Graduate assistantships available to students in this program and other forms of student aid are 
described in the Student Aid section of the Graduate Bulletin. Students on graduate assistantships 
must adhere to the course load limits set forth in the Graduate Bulletin.

Courses

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate 
courses numbered between 400 and 499 may be used to meet some graduate degree requirements 
when taken by graduate students. Courses below the 400 level may not. A graduate student may 
register for or audit these courses in order to make up deficiencies or to fill in gaps in previous 
education but not to meet requirements for an advanced degree.

OPERATIONS RESEARCH (O R) course list

DATE LAST REVIEWED BY THE GRADUATE SCHOOL: 5/24/04

Faculty linked: 6/27/14
APPENDIX II
GOVERNANCE STATEMENT

Intercollege Graduate Degree Program in
Energy, Environmental, and Food Economics

I. Mission Statement

The mission of the Intercollege Graduate Degree Program in Energy, Environmental and Food Economics (EEFE) is to educate students as applied economists in the fields of energy economics, environment and natural resource economics, and industrial organization in the food sector. The EEFE graduate program offers Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees. Through completion of advanced course work and rigorous skills training, the Ph.D. and M.S. programs will prepare students to conduct independent research in accordance with the highest ethical standards, scientific integrity, and interpersonal collegiality, and to effectively interpret and communicate the results of their research. The M.S. degree is a research-oriented degree. Thus, a strong component of the M.S. candidate’s program includes training in scientific methods as well as techniques of analysis applicable to the field. Additional depth and breadth of training required in the EEFE Ph.D. curriculum will prepare students to conduct original research that advances scientific knowledge in their fields of specialization. Students will also acquire the background and skills necessary to be effective teachers, mentors, and practitioners of economics.

II. EEFE as an Intercollege Program

As an intercollege program, EEFE faculty members reside in several departments, and students in the program are expected to have access to and utilize resources of the participating departments (courses, faculties and facilities). The founding departments (and colleges) are the Department of Agricultural Economics, Sociology, and Education (College of Agricultural Sciences), and the John and Willie Leone Family Department of Energy and Mineral Engineering (College of Earth and Mineral Sciences).

III. EEFE Faculty Composition and Responsibilities

a. General Criteria for EEFE Faculty Membership

Membership in the EEFE graduate faculty will be considered for Penn State Graduate Faculty members (as described here http://www.gradschool.psu.edu/faculty-and-staff/faculty/criteria/) who: (1) possess the training and expertise required to teach one or more of the required core courses or field course in the EEFE curriculum, and (2) who have the ability to successfully direct student dissertation research consistent with the mission of EEFE. Relevant training includes Economics or closely related disciplines.

b. Inaugural EEFE Faculty Membership
The inaugural faculty of the EEFE program are the Graduate Faculty (1) of the Agricultural, Environmental, and Regional Economics graduate degree program (including members whose tenure home is the Department of Risk Management, Smeal College of Business), and (2) the Energy and Mineral Engineering who whose research programs directly address energy and environmental economics, optimization and decision-making at the time of the establishment of the program.

c. New EEFE Members from Founding Departments

Newly appointed faculty members in the founding departments who meet the general criteria for EEFE faculty membership will be automatically appointed as EEFE faculty upon becoming members of the Graduate Faculty.

d. New EEFE Members from Non-Founding Departments

Members of non-founding departments who wish to be EEFE faculty and meet the eligibility requirements may apply to become members of the EEFE graduate faculty. Applicants must have at least one EEFE faculty member sponsor. Applications must present a participation plan that details how the applicant meets the above two criteria and the ways in which they will make significant contributions to the EEFE program. Applications for faculty membership will be submitted to the Program Chair for initial review to ensure applications meet basic membership requirements (current EEFE faculty sponsorship, requisite training and expertise, and appropriateness of participation plan). The Program Chair will submit applications meeting basic requirements to the Steering Committee who will provide recommendations regarding approval. These recommendations will then be forwarded to current EEFE graduate faculty for consideration. A faculty appointment will be granted by a majority vote of the EFFE Faculty.

e. Faculty Responsibilities

EEFE graduate faculty members are expected to:

- Develop and maintain productive and high quality teaching and research programs that attract high quality students and funding for students.
- Actively recruit and provide financial support for high quality students.
- Provide high quality advising and mentoring to students.
- Contribute to program governance through participation in EEFE graduate program meetings, voting on proposals advanced by the Program Chair PROGRAM CHAIR and EEFE program committees, and active membership on standing and ad hoc committees.
- Contribute to the creation and maintenance of a vibrant intellectual and social climate for students through participation in seminars, social events, and other activities that engage students and faculty.
Continuing membership as EEFE graduate faculty will be contingent on contributions to the EEFE graduate program. The Program Chair will initiate a review of faculty members five years from the date of initial appointment, to be repeated every five years after that. Faculty under review will submit documentation of contributions to the Program Chair and the Steering Committee. The Steering Committee will recommend either continued membership, or termination of membership. Terminated members may reapply after three years. Faculty will be evaluated in light of the level and quality of their contributions to the success of the EEFE graduate program. Criteria to be considered in faculty member evaluations include: (a) teaching required or elective courses in the program, (b) advising and mentoring dissertation and/or thesis research, (c) participation on student committees, (d) publications with student authors, (e) external funding for student stipends and tuition, (f) significant contributions to academic life, (h) service to the program, including committee work, and seminar and social function participation.

IV. EEFE Organization

a. College and Academic Home

The academic home of the EEFE will provide for the administration of the program. Day to day administration will be provided by the EEFE Program Chair. Administrative support to the program shall also include:

- Assigning an EEFE faculty member from the academic home to serve as the Program Chair
- Overseeing peer review of instructors and courses
- Faculty meetings
- Student advising
- Student and program record keeping
- Financial record keeping and reporting
- Preparing reports to the graduate school

The inaugural academic home shall be the Department of Agricultural Economics, Sociology, and Education, in the College of Agricultural Sciences. Subsequently, the academic home will generally be the tenure home of the Program Chair elected by the EEFE faculty. Given that staffing or other constraints may cause this general rule to conflict with programmatic efficiency and stability, exceptions may be made to allow for an EEFE faculty member from a different tenure home than the academic home to serve as the Program Chair. Permission for an exception would be initiated by the incoming Program Chair with a request to the EEFE Executive Committee. Exceptions would require the approval of the Associate Dean for Graduate Education and Research of the College and the Department Head of the academic unit serving as the academic home, with consultation from the EEFE Executive Committee.
b. Program Chair

The Program Chair must be a member of and will be elected to five year terms by the EEFE graduate faculty. The Program Chair is responsible for day to day operation of the EEFE program including:

- Overseeing peer review of instructors and courses
- Overseeing and coordinating student recruitment, admissions, and job placement
- Overseeing faculty membership applications and reviews
- Implementing committee recommendations
- Conducting periodic EEFE graduate program meetings
- Student advising
- Student and program record keeping and reporting
- Financial record keeping and reporting

c. Executive Committee

The Executive Committee will be composed of the Graduate Research Deans of the College of Agricultural Sciences and the College of Earth and Mineral Sciences, and the Department Heads of the Department of Agricultural Economics, Sociology, and Education, and the John and Willie Leone Family Department of Energy and Mineral Engineering. The Executive Committee will appoint the Program Chair from the EEFE graduate faculty with the advice of the Steering Committee. The Executive Committee will provide administrative oversight of academic and financial functions of the program.

d. Steering Committee

The Steering Committee will be composed of the Program Chair, two EEFE faculty members from each of the founding departments elected by the EEFE graduate faculty members within their respective founding departments and one EEFE faculty member elected from the EEFE faculty at large. The Steering Committee will provide advice to the Program Chair on all matters of governance, student advising, course changes and additions, graduate program requirements, and faculty membership. The Steering Committee will make recommendations to EEFE graduate faculty on matters requiring their approval.

e. Exam Committee

The Exam Committee will be appointed by the Steering Committee. The five member Exam Committee will be composed of EEFE graduate faculty teaching first-year core curriculum courses plus additional EEFE graduate faculty as appropriate and necessary.

The Exam Committee will administer the qualifying exam and will coordinate second year student papers (assigning blind EEFE faculty reviewers, organize student paper presentations, and administer Best Second Year Paper awards).
f. Admissions and Recruitment Committee

The Admissions and Recruitment Committee will oversee graduate student applications and admissions to the EEFE program, and provide leadership in recruiting students to the program.

The Admissions and Recruitment committee will also oversee the assignment of students to faculty advisors in consultation with advisors and the DSG. The Admissions and Recruitment Committee will also make recommendations to the EEFE graduate faculty for admissions criteria, evaluation guidelines, and procedures as appropriate.

The Admissions and Recruitment Committee will be appointed by the Steering Committee. The Admissions and Recruitment Committee will consist of two EEFE faculty members from each of the founding departments, and an additional EEFE faculty member chosen at large from the EEFE faculty. One of those five members will be the Program Chair.

The Graduate School policies, procedures, and guidelines will be followed in the recruitment and admission of students to this program.

g. Seminar Committee

The Seminar Committee shall plan, arrange, and publicize a program of seminars for faculty, graduate students and other members of the University community related to the academic and professional interests of the EFFE program’s faculty and students.

V. Governance Procedures

EEFE faculty, staff, and students shall exercise their responsibilities for departmental governance through participation and actions at various meetings and through committee work procedures specified as follows:

a. Faculty Meetings

The EEFE faculty will meet periodically for the purposes of providing faculty with program information and updates (e.g., student numbers, news about students and faculty accomplishments) committee reports, and as a forum for the Program Chair and the EEFE faculty to identify issues and concerns of the faculty, and when required, to make decisions.

1. Membership and Voting Privileges

Persons eligible to attend and participate in Faculty Meetings shall consist of: (1) all persons holding the rank of instructor with full or partial appointment to teach EEFE courses; (2) EEFE faculty; (3) the EEFE graduate student representatives; (4) emeritus, visiting and affiliated faculty; and (5) such other persons as may be designated by the Program Chair.
Persons eligible to vote in Faculty Meetings (“voting faculty”) shall consist of all the EEFE faculty. An EEFE is a Penn State faculty member who meets the additional criteria for an EEFE faculty member described in the section on EEFE Faculty Composition.

2. Calling Meetings

Faculty meetings shall be held at the request of the Program Chair or upon written request of five or more voting faculty. Faculty meetings shall be held not less frequently than once during each of the Fall and Spring semesters. Email notice of meeting shall be provided five working days prior to the meeting, except under unusual circumstances meetings may be called upon shorter notice and actions taken provided a quorum is present and any such action is approved by a two-thirds majority of those present and eligible to vote.

3. Quorum Requirements and Proxy Votes

Fifty percent (50%) or more of the persons eligible to vote in a faculty meeting as specified above shall constitute a quorum for Faculty Meetings. Proxy votes shall be counted for determining whether the motion passes, but the person submitting the proxy vote shall not be counted for determining whether a quorum is present. Persons on official leave from the University can submit to the Program Chair, in writing or by email, a proxy vote that includes instructions for how to vote on specified motions. Such proxy votes must occur prior to the faculty meeting where the vote will occur. A motion must be clearly stated in the agenda for the faculty meeting. If the motion is changed significantly, then an email vote will be taken within five (5) working days of the original meeting.

4. Order of Business

Conduct of business at Faculty Meetings shall follow the current edition of Robert’s Rules of Order: Newly Revised except as modified by vote of the eligible voters in the meeting. Except as noted elsewhere in these bylaws, a simple majority of votes cast is sufficient to pass a motion when a quorum is present. If a quorum is not present at a Faculty Meeting, and it is not feasible to wait until a subsequent Faculty Meeting to vote on a motion, then a vote may be conducted by e-mail. In such cases, the Head will set a deadline for votes and will keep records of the individual votes cast. An e-mail vote will be valid only if votes are cast by at least 50% of those eligible to vote.

5. Agenda

The Program Chair shall prepare and distribute to all persons eligible to attend and participate in faculty meetings an agenda at least five (5) working days prior to each faculty meeting. Formal wording of action requiring a vote must be listed on the agenda. Action on business not listed on the agenda may be taken provided a quorum is present.
and such action is approved by a two-thirds majority of those in attendance and eligible to vote.

6. Minutes

The Program Chair shall designate a person to take minutes of all Faculty Meetings. These minutes shall include all announcements, recommendations of committees and actions involving votes of the members. The recording of votes by a count of “ayes”, “nays” and “abstained” shall be made if requested by the Program Chair, or a person eligible to vote at the meeting. Copies of the minutes of faculty meetings shall be made available within 15 working days of the meeting date to all persons eligible to attend and participate in the meeting, and to such other persons as the Department Head deems appropriate.

b. Committees

Standing and ad hoc committees shall be appointed by the Program Chair in consultation with Steering Committee prior to August 1st of each calendar year, and shall serve from the date of appointment until their successors are appointed. Membership on committees shall be restricted to voting faculty. The DSG shall be an ex-officio, non-voting member of all committees.

Unless otherwise specified, the size and composition of committees shall be determined by the DSG in consultation with the Steering Committee. As a general rule, except where the purview of a committee suggests otherwise, committee members should be selected to represent the founding departments, and as appropriate EEFE members from non-founding departments. In assigning faculty to committees, consideration shall be given to rotate committee members, maintain continuity in membership from year to year, and avoid excessively burdening individual faculty members with committee assignments. Committees shall elect their own chairpersons.

Committees shall meet upon the ‘call’ of their chairperson or upon petition of two committee members, but generally not less than once per semester. Each committee shall maintain records of its deliberations and actions which, except for those dealing with individual faculty personnel matters, should be available for the inspection of interested faculty members. No later than September 15th of each year, the chairperson of the previous academic year’s committee or a committee representative shall call a meeting of new committee members to review the status of business before the committee and turn over the committee’s records to a new chairperson elected by the new committee members. Committee chairpersons, or a designated representative, shall report to the faculty the activity of each committee not less than once per semester.

VI. EFFEE Bylaws

The governance rules set forth here are preliminary and intended to initiate the program. The programs bylaws must developed and approved by the by the EEFE faculty once formed using procedures agree upon by the faculty.
APPENDIX III
SARI STATEMENT

College and Graduate Program

The proposed Intercollege Graduate Program (IGDP) in Energy, Environmental, and Food Economics (EEFE). Participating faculty are located in the College of Agricultural Sciences, Earth and Mineral Sciences, and Smeal College of Business.

Part I: CITI Online RCR Training Program

A. Students will be made aware of their SARI CITI Online RCR training requirements through four mechanisms: (1) Orientation sessions for incoming students offered in the first week of the Fall semester conducted by the Program Chair and Graduate Program Coordinator; (2) Requirements presented in the Graduate Student Handbook for the EEFE program; (3) Advising, per program advising guidance, by faculty advisers assigned to new students; and (4) Program requirements described on the EFFE website. In addition, the Bulletin Entry for the program will notify students of SARI requirements. The occasional student who enters the program in the Spring Semester will be advised by the Program Coordinator and Graduate Program Coordinator that they must meet the requirement in their first year.

B. Both M.S. and Ph.D. students will be required to complete their online RCR requirements in the first year of their programs.

C. Student participation will be monitored by the Graduate Program Coordinator for the EEFE program. Students will be required to provide documentation to the Graduate Program Coordinator. Documentation will be kept in student files.

Part II: Five Hours of Discussion Based RCR Education

Type of program: Students will take 2 credits of ORP workshops. The workshops may be taken in the first or second year, but students will be advised to take them in the second year. They will take 3 hours of discussion-based training in workshops offered annually. Both M.S. and Ph.D. students will be required to take the discussion-based training in the second year of their program. This timing best suits the training offered by the EEFE program. The first year for both M.S. and Ph.D. students is focused heavily on theory. The second year involves transition from theory to research and research communication. M.S. students will be involved in research and writing for their M.S. thesis. Ph.D. students are required to produce an original research paper in their second year. The workshop topics will be presented in the context responsible conduct of research in these activities.

RCR Topics: The RCR topics selected for the discussion-based training offered by EEFE faculty are intended to address specialized issues for student in the field of study. These topics are: (1) Acquisition, management, sharing, and ownership of data; and (2) Publication practices and responsible authorship, and (3) Conducting peer review of scientific research, including manuscripts and proposals.
Discussion Facilitation: The workshops will be conducted by EEFE faculty (individually or in teams) with expertise in the workshop topics. Students will be assigned readings to provide background information and principles for each topic. The workshops will review principles, but will make extensive use of case studies to generate discussion. The content of the workshops will be discussed with EEFE faculty so as to assure the scope and depth meets the need of EEFE students, and to provide workshop leaders with examples of real world experiences (case studies - anonymity will be maintained when appropriate) directly relevant to the EEFE students. Additional case studies will be selected as needed.

How the plan meets student needs: The mission of the EEFE program is to educate students as applied research economists in the fields of energy economics, environment and natural resource economics, and industrial organization in the food sector. The online and ORP workshops will introduce students to topics broadly relevant to the responsible conduct of research. The discussion based workshops presented by the EEFE faculty will present information specifically relevant to the ethical conduct and publishing of research in the EEFE discipline.
**Graduate Council**  
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

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Submitted by Graduate Program Head

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Noted by College/School Representative to Graduate Council Subcommittees on New and Revised Programs and Courses:

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<td>Jennifer Wagner-Lawlor</td>
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Approved by College/School Dean/Chancellor (or Designee):

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A proposal to the Graduate Council by the Graduate Program to establish a Dual-Title Ph.D.
Program in Visual Studies

Submitted by Christopher Reed, Professor of English and Visual Culture, creed@psu.edu
and Daniel Purdy, Professor of German Studies, dlp14@psu.edu
A proposal to the Graduate Council by the Graduate Program in English to establish a Dual-Title Ph.D. Program in Visual Studies

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I. Program Justification and Objectives

A. Disciplinary rationale and institutional competitiveness

The era of stand-alone texts -- itself a product of technologies originating with Gutenberg’s movable type -- has given way to new technologies in which information and arguments are expressed through fusions of word and image, while “reading” depends less on syntactic structures associated with written or spoken languages and more on fundamentally visual modes of perception associated with “looking around.” These developments impact the practical aspects of research and teaching in the humanities in myriad ways: the digital technologies that are now ubiquitous in classrooms and conferences assume the integration of texts, images, and other visual sign-systems; publications in all humanistic disciplines increasingly use illustrations and analyze visual phenomena. These changes challenge conventional categories of scholarship in the humanities, strategies of production and analysis of meaning, even our fundamental sense of what it means to be human.

As humanistic scholarship and teaching have engaged with digital technologies, new fields have opened in which analytic skills and cultural subject-areas long associated with humanistic study turn toward categories of the visual more broadly. Visual Studies in the humanities expands from analysis of specific images and physical or virtual environments to include semiotic approaches to visual sign systems; the study of film and other time-based media; theories and practices of performance; overlooked histories of visual modes of communication, apprehension, and aesthetic pleasure in fashion, design, and popular media, such as comic
books; as well as debates about the nature of visuality itself.

These areas of study engage basic forms of humanistic curiosity about the history and nature of the human enterprise, and draw on skills of analysis and exposition long associated with the liberal arts. Humanists bring a deep engagement with the history of ideas about human consciousness and communication to debates over the cognitive and social effects of new modes of visual innovation. Analysis of the forms and effects of recent developments in digital technology expand on a long history of humanistic study of older media that combined text and image, from such venerable forms as theatrical performance and illustrated books through twentieth-century media, such as film and television. Recent turns toward the integrated study of text and image in the humanities restore modes of attention that characterized the production and study of art and architecture before the mid-twentieth-century. The integration of the full array of popular visual culture, from fashion to graffiti, has long characterized cultural-studies methodologies associated with teaching and scholarship in modern language departments.

This turn to the visual across the humanities is clearly registered in scholarly publishing. Alongside academic journals in film studies, art education, and art history, which have engaged visual material by way of the humanities since their inception, professional journals in the modern languages and across the humanities have devoted special issues to visual topics and now regularly include articles on a wide range of visual culture, while new journals, several with
ties to Penn State, have sprung up focused specifically on this field.¹

Other universities have been quick to respond to these trends with programs based on their offerings in this area. The Cultural Studies and Comparative Literature program at the University of Minnesota website posts, as a resource for undergraduates, a list of approximately 40 degrees in “Media and Visual Studies Graduate Programs” -- Penn State is not represented.²

This represents a missed opportunity. Penn State should be high on any such list, as this university boasts a truly extraordinary array of scholars specializing in the study of visual material. Faculty in Penn State’s Art History department publish and teach across a wide range of visual culture, drawing on specialized training in techniques of formal analysis, research methods specific to the histories of imagery, methodologies with which understand the relationships among images and contexts, and rhetorical tools with which to craft arguments about imagery. At the same time, art historians are increasingly looking to other fields of the liberal arts for interpretive strategies. Theories from literature, philosophy, anthropology,

² See cscl.umn.edu/ugrad/mvstudies
sociology and economics have become staples in scholarship on the arts over the past several decades, linking Art History firmly with other humanistic disciplines.

Faculty in our modern language and literature departments have been teaching and publishing on aspects of visual culture, including architecture and the built environment, art, fashion, film and television, graphic novels, and the history of the book, across a global range of cultures.³

³ Tenured faculty prominent in visual studies from the collaborating Liberal Arts departments are listed below, along with their areas of specialization:

- Jonathan Abel, Ph.D. (Princeton) Associate Professor of Comparative Literature and Japanese (Japanese anime and film)
- Christopher Castiglia, Ph.D., (Columbia), Liberal Arts Research Professor of English (queer film, art, and aesthetics)
- Sabine Doran, Ph.D. (Free University of Berlin) Associate Professor of German Literature, (film Studies, and visual culture)
- Charlotte Eubanks, Ph.D., (Colorado), Associate Professor of Comparative Literature, Japanese, and Asian Studies (Japanese art and visual culture)
- Jon Eburne, Ph.D., (Penn), Associate Professor of Comparative Literature and English (art, film)
- Eric Hayot, Ph.D. (University of Wisconsin, Milwaukee), Distinguished Professor of Comparative Literature and Asian Studies (virtual worlds, video and digital games)
- Matthew J. Marr, Ph.D. (Virginia), Associate Professor of Spanish (film)
- Daniel Purdy, Ph.D. (Columbia) Professor of German Studies (modernist visual culture, architecture, fashion, Chinoisserie, digital humanities)
- Christopher Reed, Ph.D. (Yale), Professor of English and Visual Culture (modernist visual culture, popular visual culture, Japanism, queer aesthetics)
- Stuart Selber, (Michigan Tech U) Associate Professor of English (information design and digital humanities)
- Willa Silverman, Ph.D., (NYU), Malvin E. and Lea P. Bank Professor of French and Jewish Studies (book arts, collecting, design)
- Scott Smith, Ph.D., (Notre Dame), Associate Professor of English (comics, graphic novels, medieval manuscripts)
- Susan Squier, Ph.D., (Stanford), Brill Professor of Women’s Studies (medical imaging, scientific illustration, graphic novels, cartoons, feminist visual culture)
- Monique Yaari, Ph.D., (University of Cincinnati), Professor of French (art, urban architecture and display)
Our language and literature faculty also curate exhibitions at Penn State and elsewhere, and are actively involved in developing and analyzing forms of visual pedagogy including web-based teaching. Faculty in the College of Arts and Architecture and the College of the Liberal Arts are supported in our scholarship and teaching by conversations with colleagues in the College of Communications, which has a long commitment to scholarship and teaching on film, television, and other technologies of the moving image. Working together, therefore, Penn State can offer a far greater range and depth of faculty and resources in visual studies than most institutions offering graduate credentials in that field. The proposed dual-title Ph.D. program in the Visual Studies draws from these impressive resources as it draws attention to them, offering an opportunity for cooperation between individuals and units at Penn State to maximize the impact of our work as scholars and in graduate training.

B. Program justification

The proposed dual-title Ph.D. in Visual Studies brings together the powerful resources of Penn State in a way that coordinates graduate course offerings, research supervision and support, and visual culture signaled as hiring priorities in their strategic plans.

Additionally, all five of the collaborating Liberal Arts departments have recently hired tenure line faculty in areas of visual culture associated with film and performance studies, or have visual culture signaled as hiring priorities in their strategic plans.

Charlotte Eubanks (Asian Studies) worked with students to curate an exhibition of Japanese woodblock prints at the Palmer Museum; Jonathan Abel (Asian Studies) and Christopher Reed (English) also worked with students to create Forging Alliances, an exhibition of post-War Japanese ceramics and prints at the Palmer; Reed also co-curated the exhibition Rooms of their Own: The Bloomsbury Artists in American Collections, which toured six college/university museums including the Palmer; Garrett Sullivan (English) has co-curated two exhibitions at the Folger Shakespeare Library in Washington, D.C. Abel and Reed have published on exhibition and pedagogy (“The Utility of Aesthetics: Exhibition, Pedagogy, and Critical Questions for Postcolonialism,” Verge: Studies in Global Asias 1(2) Spring 2015). Stuart Selber, Director of Digital Education in the English Department, oversees courses leading to a Teaching with Technology Certificate.
and programming so as to strengthen and bring greater visibility to each of these components. Interdisciplinarity is built into the program, which, from the outset has the commitment of five departments in the College of the Liberal Arts: Comparative Literature; English; French and Francophone Studies; German and Slavic Languages; and Spanish, Italian, and Portuguese; as well as from the Department of Art History in the College of Art and Architecture. The program is structured to integrate the full participation of individual faculty working on visual culture from other departments. It is also open to partnership with departments and programs that may choose to offer the dual-title credential in the future. Programs offering a terminal Masters in fields such as architecture and studio art will also be able to establish dual-titles with Visual Studies.

1. The College contexts
This proposal for a dual-title Ph.D. program in Visual Studies contributes to the primary goal outlined in the College of the Liberal Arts 2014-19 strategic plan: “to sustain and broaden our national leadership in research and graduate education... by focusing on areas of strength and by expanding our dual-title Ph.D. offerings.” The number and prominence of humanities faculty working in Visual Studies in the College of the Liberal Arts renders Penn State extremely well situated to initiate a strong dual-title degree program in this area. The proposed program offers an exemplary maximization of resources. A terminal degree in Visual Studies will highlight the distinction of our faculty specializing in this field for audiences at Penn State and beyond.

The Visual Studies program also ties closely with the new Center for the Humanities and Information (CHI), a collaboration between the College of the Liberal Arts and the University
Libraries that focuses on the role information plays in the production of social meaning and value across the human sciences, from the orality-literacy transition to the new digital media. CHI offers postdoctoral, predoctoral, and faculty fellowships to promote interdisciplinary conversations across academic fields, and across information as a concept. CHI’s programing complements courses in Visual Studies broadly and may be incorporated into particular courses for the Ph.D. If appropriate, the courses taught by the postdoctoral fellows may be approved to contribute to the Visual Studies curriculum.

The five-year goal of the College of Arts and Architecture is to “make the arts and design central at Penn State.” The primary measure of that success is having the College’s “research and creative practice...recognized as central to Penn State’s research mission, valued for both intrinsic merit and its significant role in university-wide collaborations and initiatives.”5 Within that College, the strategic plan for Art History articulates the department’s goals to, “Educate and nurture B.A., M.A. and Ph.D. candidates in art history who are well-grounded in the many perspectives of art history and its works, yet are willing to challenge and expand the history of art,” as well as “build bridges between praxis, theory, and history through interdisciplinary linkages with the Palmer Museum of Art, School of Visual Art, School of Architecture and Landscape Architecture, College of the Liberal Arts, and beyond” by “build[ing] upon the success of our visual culture offerings.” The proposed dual-title Ph.D. program in Art History clearly contributes to these ends.

5 artsandarchitecture.psu.edu/content/all-college-meeting-august-2014-dean-barbara-korners-remarks
This degree will attract new and highly qualified graduate students to our existing doctoral programs in the humanities, and create a new platform for grant writing and other forms of fund raising. It will allow our graduate students to plan a rigorous course of study drawing from the full range of multidisciplinary resources available in the College of the Liberal Arts, the College of Art and Architecture, and elsewhere at Penn State; and it will create a structure through which to make more efficient use of those resources as departments and faculty coordinate their work in visual studies.

This proposal was developed over more than two years of consultation by members of the College of the Liberal Arts with representatives from the College of Arts and Architecture and the College of Communications. Faculty from these colleges will be welcome to offer courses in the program, and some courses will be cross-listed (for example ENGL 556, Reading Film, will be cross-listed as a Communications 500-level course). The program aims to strengthen, structure, and credential collaborations among the partnering departments and programs, other faculty working in the study of visual culture, and units such as the Palmer Museum of Art and the Digital Humanities Research initiative of the University Libraries.

Strengthening all of these units of the university through collaboration across departments, colleges, and disciplines, the Visual Studies dual-title Ph.D. complements programs focused on the production of art and other forms of visual culture in the School of Visual Art and the College of Communications, and complements, as well, university-wide initiatives promoting
inter-disciplinary General Education requirements for undergraduates. The proposed program does not duplicate any other program of graduate study at Penn State. Grounded in the multidisciplinary theorizations of visual culture that have emerged out of the humanities over the last several decades, the Visual Studies dual-title Ph.D. offers a distinct perspective on the history of visual culture and visuality, and the rhetorics of the visual today. Bringing together the culture-specific expertise of numerous faculty, the Visual Studies dual-title Ph.D. offers a global range of analysis far broader than any single existing graduate program at Penn State. As a partnership bringing together otherwise dispersed departments and individuals, the proposed program will institutionalize forms of interdisciplinarity that make the most of our intellectual and material resources.

2. Justification for the degree title
The degree title, “Visual Studies” was chosen in consultation with representatives from the College of Arts and Architecture and the College of Communications to signify the distinctive breadth of this course of study, which is both distinct from existing programs at the university and open to a wide range of collaborating units now and in the future. This degree will raise the visibility of our existing graduate programs with a credential that will work to recruit strong doctoral students and confer a crucial edge in the job market for our graduates.

C. Program objectives and structure
The principal aim of the proposed dual-title Ph.D. in Visual Studies is to provide graduate students at Penn State the opportunity to formalize interdisciplinary components to their graduate training that will enhance their scholarly work and increase their competitiveness on
the job market. It will do this by combining the resources of faculty and facilities across departments and colleges into a formal structure for training graduate students in the knowledge and analysis evaluation of a wide range visual culture, and production of forms scholarship and pedagogy in visual formats. This training will cultivate breadth by pushing students to think across conventional disciplines and domains of practice, and will ensure rigor derived from exposure to a variety of top-notch scholars working in closely related historical and methodological fields informed by a rich mixture of disciplinary and institutional perspectives and resources. The quality and visibility of this program will attract ambitious graduate students and credential them in a way that will contribute to our success in placement. Because top scholars prize the opportunities for dynamic intellectual exchange associated with thriving graduate programs and strong students, this proposed dual-title Ph.D. program will also help Penn State recruit and retain top faculty across a variety of departments in the humanities.

The dual-title Ph.D. in Visual Studies comprises two core components: 1) historical and theoretical analysis of various forms of visual culture, their diverse sources, and their current manifestations; 2) historical and theoretical analysis of visual media in the information age, including the visual aspects of the digital humanities and the presentation of scholarship and teaching in visual media. A program-specific required course in each of these areas (described below) will ensure breadth of training for participating students. Together these components will offer a sophisticated understanding of and ability to intervene in debates about visual culture and visuality in the world today.
The coherence of the dual-title program will be buttressed by regular programming in the form of lectures and discussion groups coordinated with the Center for Humanities and Information and the Humanities Institute.

The Visual Studies dual-title degree program will be overseen by an Executive Committee, consisting of the Deans of the participating colleges or their delegates, and an Academic Advisory Committee, consisting of the program’s Director, who will also represent his/her department, and one representative from each of the departments offering the degree. Representatives to the Academic Advisory Committee will be appointed by and serve terms determined by the departments or programs they represent. Under the direction of the Executive Committee, the Academic Advisory Committee will have academic oversight of the program and approve curriculum.

D. Size of program and impact on course offerings and faculty load

The proposed dual-title Ph.D. in Visual Studies expects to enroll at a minimum between three and five students annually drawn from its partnering departments in the College of the Liberal Arts and the College of Arts and Architecture: Art History, Comparative Literature; English; French and Francophone Studies; German and Slavic Languages; and Spanish, Italian, and Portuguese. Students will be eligible to join the dual-title program after they are admitted as graduate students in their home departments/programs and at any time before they pass their
candidacy exams; for entering Ph.D. students already holding Master’s degrees, this deadline is extended to the end of their second semester of study at Penn State.

The two required seminars for the dual-title Ph.D. program will be taught by a core of graduate faculty as part of each faculty member’s commitment to teach graduate seminars on a rotating basis. These courses will be scheduled by the Director of the Visual Studies program in consultation with the Advisory Committee and in cooperation with department heads. Departments may cross-list these courses as part of their own graduate offerings when taught by their faculty.

Elective courses contributing to the dual-title program in Visual Studies may be taught by graduate faculty from the partnering programs or from other departments. The Director of the Visual Studies program will be tasked with soliciting faculty from participating departments and other interested faculty to create a roster of courses at the 500-level or above that involve a significant focus on visuality and visual culture. These will be publicized on the program website. Faculty may submit courses to the Academic Advisory Committee at any point before the semester in which they are offering a seminar to have that seminar approved for credit toward the Visual Studies degree and advertised under that rubric. In the case of graduate seminars leading to an individualized research project, credit toward the Visual Studies degree will require the student addressing a topic related to the Visual Studies in his or her research. Decisions concerning the applicability of courses for credit in the program will be the responsibility of the Academic Advisory Committee for the Dual-Title Program in Visual Studies.
In case of disagreement, this decision will be made by a majority vote of those attending a meeting of the Academic Advisory Committee or responding by email within a reasonable timeframe set by the Director. A student enrolled in the Visual Studies program may also petition the Director, in consultation with the Academic Advisory Committee, to count for credit a course already taken or in process by demonstrating that the course, including the student’s individual research or other individual work, focused substantively on visuality and visual culture.

Many graduate courses in Visual Studies have been offered by Penn State faculty in the partnering departments on topics including: architecture and the built environment; cultural and theoretical approaches to color; exhibition studies; film; graphic novels and the book arts; mapping; the histories of photography and digital art; iconoclasm; race; sexuality and imagery; media theory and modernity; popular culture and spectacle; the visual culture of childhood; visual pedagogies; and specific avant-garde movements that include a substantial visual component. The existence of the Visual Studies dual-title program will encourage faculty with interest and expertise in various aspects of Visual Studies to develop and foreground visual material and approaches in their classes, and to regularize course offerings with a significant visual component.6

6 In addition to courses in Art History, courses from participating departments that would regularly count as Visual Studies electives include CMLIT 508 Global Visual Culture, ENGL 555 Visualizing Gender, ENGL 556 Reading Film (cross-listed as COMM 556), ENGL 557 Authors and
The extraordinary range and depth of expertise in visual studies among Penn State faculty ensures the staffing of the dual-title program’s electives and required core seminars. Many faculty from partnering departments have the expertise to teach VSTUD 501, the core seminar on the history and theorizations of forms of visual culture, and VSTUD 502, the seminar on visual media of the information age, including the visual aspects of the digital humanities. These faculty and others are enthusiastic about this proposal, committed to teaching and supervising in this area, and can offer iterations of the second required core seminar. Faculty tasked with teaching both core courses will be encouraged to enlist colleagues for guest lectures in order to represent students with the breadth of scholarly resources at the university.

Advising students about course work toward the dual-title in the Visual Studies will be the responsibility of the Director of the Visual Studies program, who will direct students to faculty Artists, ENGL/VSTUD 580 Comics and Graphic Novels, FR 535 Texts and Performances, FR 547 Modernism and Postmodernism, GER 530 The Frankfurt School and the Politics of Visual Aesthetics, GER 532 Visual Holocaust, SPAN 561 The Cinematic Pluriverse of Pedro Almodòvar. In addition, CMLIT 509, Comparative Modernism, which is focused on aesthetics, would count in iterations offered by faculty emphasizing the visual. As part of their commitment to the Visual Studies dual-title program, participating Liberal Arts departments are in the process of regularizing the following courses: FR 546 Decadence, GER 534 History of German Film and Photography.
relevant to their interests. In accordance with the requirements for all doctoral committees, the doctoral committee for a dual-title doctoral degree candidate must include a minimum of four faculty members, i.e., a chair and at least three additional members, all of whom must be members of the Graduate Faculty. For the dual-title Visual Studies Ph.D. degree, at least one member of the committee must be drawn from the Visual Studies Graduate Faculty. Faculty members who hold appointments in both the student’s primary graduate program and the Visual Studies Graduate Faculty may serve in a combined role. If the committee chair does not represent Visual Studies, the committee member representing Visual Studies must be appointed as co-chair. The size and breadth of the latter group will ensure a diversity of approaches available to students in Visual Studies, spread the workload among interested faculty, and strengthen the collaborative nature of the program among and beyond the participating departments and programs.

E. Student recruitment and employment prospects

Penn State faculty and graduate officers in the modern language departments regularly receive inquiries from prospective students looking to pursue a graduate degree in the humanities with an emphasis on visual culture. As documented by the English Department’s webpage highlighting its offerings in visual culture,\(^7\) we have strong offerings in this area. The absence of a formal credential in this area, however, has become a hurdle to recruiting admitted students in this field. Prospective Art History students are also drawn to departments that can provide instruction and guide research in ever-broader areas of popular visual culture. The proposed

\(^7\) english.la.psu.edu/faculty-staff/specializations/visual-culture
dual-title Ph.D. in Visual Studies will improve our ability to recruit graduate students in all the partnering departments with a program that coordinates and credentials work in a broad range of topics in visual studies.

New students will enter the program from the Ph.D. programs of partnering departments. The program will be advertised in the Graduate Degree Programs Bulletin and on dedicated pages of the university’s website, with links from the web pages of participating faculty and units, including the Center for the Humanities and Information.

Giving our graduates an edge on a job market in the humanities that is increasingly oriented toward visual media and issues of visuality is a fundamental rationale for this dual-title Ph.D. proposal. Hundreds of job advertisements for scholars in the modern languages call for expertise in visual culture. Art historians, too, are increasingly asked to engage with visual culture beyond the categories of fine art. Many graduates of Ph.D. programs in Art History are hired by university schools of art that expect their historians to provide a wide range of historical material, up to and including the digital, while applicants for curatorial positions are expected to be familiar with digital and other new media.

For the period October 2013-February 2014, the search terms “film,” “digital,” “media,” and “visual” in the Modern Language Association job database yielded the following results: “film” 230; “digital” 175; “media” 160; “visual” 73. The same search for the period October 2014 to March 2015 produced the following results: “film” 212; “digital 186; “media” 175; “visual” 84. The results extend into all modern languages.

In search of available jobs in art history listed with the College Art Association in March 2015, “Digital” came up 41 times, 16; “Visual culture jobs,” “visual studies” 15; Film 19. See www.nytimes.com/2015/03/20/education/not-digital-art-but-art-learned-digitally.
humanities also advertise for this kind of expertise from humanists. The training and credentialing proposed here will offer our graduate students real advantages on when they apply for jobs in academia and beyond. Successful graduate placement will make the graduate programs of all our partnering departments more attractive, improving our ability to recruit highly qualified graduate students in a positive cycle that will strengthen Penn State’s programs across the humanities.

F. Costs and funding

Because the two required core seminars for the dual-title Ph.D. program will be taught as part of each faculty member’s commitment to teach graduate seminars on a rotating basis, and can be cross-listed as part of their own graduate offerings of these faculty member’s home department, these courses will not require new faculty lines. The wide range of existing graduate-level courses in visual studies across the departments partnering with this proposal, and in other departments, will, likewise, ensure a curriculum drawn from more efficient use of existing resources.

10 As an example, the following position listed with the College Art Association for an Assistant Professor of Culture and Politics at Georgetown University was posted October 2, 2013: “Edmund A. Walsh School of Foreign Service at Georgetown University invites applications for a tenure-track position at the rank of assistant professor with a focus on culture and politics. The position will start in Fall 2014. We seek candidates with research expertise in visual culture or new media who have demonstrated background in cultural/social theory as it relates to global politics. Regional specialization and disciplinary field are open, but an international component is required.”
For the dual-title Ph.D. program in Visual Studies to maintain a leading position in a context of rapidly changing digital technologies and associated rhetorics, however, we advocate a full time dedicated line related to this rapidly growing field in the humanities. Such a position is already part of the planning of participating departments: a Visual Rhetoric line is under discussion in the English department, and a hire in Visual Studies has just been made by the department of French and Francophone Studies. The Dual-Title in Visual Studies bolsters rationales for hiring in this area to be planned and executed jointly across participating colleges and departments, and increases the university’s ability to recruit and retain ambitious scholar/teachers in this highly competitive field.

While the value added by any dual-title Ph.D. may require some students to take additional time to complete their degrees, students should not incur additional costs by participating in the program. In most cases, it should be possible for students in this dual-title program to obtain this degree in the same time frame as that required for a stand-alone degree in their home department or program. In other cases, the dual-title in Visual Studies may require an additional semester of course work. The partnering departments will extend their standing practices for distributing funding awards to admitted graduate students to support individual students during the additional time to completion that the dual-title process may require. Advisers will help students select their courses in order to ensure that all degree requirements are satisfied in a timely manner.
Graduate assistantships available to students in this program and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students may be required to perform teaching and other academic duties determined by the relevant officer in that unit — presumably the department head or the graduate officer.

G. Affected Departments and Programs

The departments of English and German and Slavic Languages are submitting program proposals linking to this dual title concurrent with this proposal. Three more graduate programs in the College of the Liberal Arts -- Comparative Literature; French and Francophone Studies; Spanish, Italian, and Portuguese, – along with the Department of Art History have submitted letters assuring their intention to participate as partners with the Visual Studies dual-title degree proposal.

H. SARI Compliance

Penn State’s Scholarship and Research Integrity (SARI@PSU) program is designed to offer Penn State researchers and scholars comprehensive, multilevel training in the responsible conduct of research (RCR), in a way that is tailored to address the issues typically faced by individual disciplines. SARI@PSU programs address topics such as publication practices and responsible authorship, conflicts of interest, research misconduct, peer review, mentoring, data management, collaborative research, human subjects protections, and animal welfare. In general, SARI@PSU addresses these issues through two initiatives: an online RCR training program offered by CITI (Collaborative Institutional Training Initiative at the University of Miami), and interactive, discussion-based RCR education. All graduate students at Penn State,
who matriculated in fall of 2009 or later, are required to complete the SARI@PSU requirements prior to graduation. Beginning September 2011, the SARI@PSU program also requires participation by new full-time faculty, postdoctoral fellows, and undergraduate researchers. Although the participation requirements are less stringent for these groups, all SARI@PSU resources (courses, workshops, seminars) are available to any Penn State personnel.

The SARI@PSU program is directed by the Office for Research Protections, which maintains annual records of participation and provides oversight for the program. Additional information, including copies of SARI@PSU graduate program training plans and student participation reports, is available from the Office for Research Protections upon request.

In consultation with the Office of Research Protections, we have determined that as a collaborative project of existing departments, the Visual Studies program meets SARI requirements through the combination of plan activities from the contributing departments.

I. Accreditation
No specific accrediting body exists.
II. List of New Courses

A. Core seminars
The program will consist of two required courses – “Visual Culture Theory and History” and “Visual Studies in Digitality” -- and three elective courses.

VSTUD 501 (3 crs) Visual Culture Theory and History. The course examines foundational theoretical texts that have come to define Visual Studies as a historically delineated academic discipline. The goal is to examine the inter-disciplinary relationships that emerged with modern technologies, media, aesthetic agendas, and social relationships to produce Visual Studies as a field of study. This course will review the structuralist, semiotic, rhetorical, and technological approaches to understanding the relationship between word and image in modern media. These methods are applied to museum exhibitions, photography, film, fashion, and book arts as they developed in the twentieth century. These media will be examined in their specifically modern context first as a specific outgrowth of industrial urban environments and then within post-industrial media networks. The course will elucidate the development of Visual Studies as distinct from other academic fields. Students will be taught methods that allow them to develop interdisciplinary research projects in their home departments. This course is a required seminar for the dual-title degree in Visual Studies. One core faculty member will be assigned to teach the seminar, but s/he may invite guest lecturers.

VSTUD 502 (3 crs) Visual Studies in Digitality. This course explores the theoretical, historical, and operational aspects of visual culture as they relate to production and consumption of
information using digital technologies. Students will gain familiarity with theories of the visual
nature of digital technology and the history of these technologies as they relate to humanistic
disciplines and ideals of public pedagogy. This background will inform engagement with the
tools of rhetorical analysis and critical media theory as students hone skills in critical literacy for
digital media, including organizing scholarship and pedagogy for digital presentation and
assessing such presentations with regard to both technical issues concerning the integration of
the visual and the textual, and broader questions concerning the ideological, economic, and
institutional effects of the digitization of learning. This course is a required seminar for the dual-
title degree in Visual Studies. One core faculty member will be assigned to teach the seminar,
but s/he may invite guest lecturers.

B. Additional new courses
VSTUD 597, 897 Special Topics
II. Graduate Bulletin Listing

Visual Studies (VSTUD)

Program Homepage (link)

Daniel Purdy, Professor of German Studies
Department of Germanic and Slavic Languages and Literatures
Burrowes Building
dlp14@psu.edu

Christopher Reed, Liberal Arts Research Professor of English and Visual Culture
Department of English
Burrowes Building
865-4242
creed@psu.edu

Degree Conferred
Students electing this program through partnering departments earn a degree with a dual-title at the Ph.D. level, i.e. Ph.D. in (graduate program name) and Visual Studies.

The Graduate Faculty (link)

The dual-title Ph.D. in Visual Studies fosters an interdisciplinary approach to humanistic study, which, spurred by technological dynamics that increasingly integrate text and image, engages analysis of specific images, physical and virtual environments, and visual sign systems; histories of visual modes of communication, apprehension, and aesthetic pleasure; and conceptions of the nature of visuality itself. Students in this program analyze and assess visual media that, integrated with texts, are integral to humanistic scholarship and pedagogy today. Dual-title degree programs increase the intellectual rigor and breadth of graduate work and provide a context in which students learn to synthesize knowledge within and across disciplinary
boundaries in both scholarship and teaching. Drawing from knowledge and practices produced across the humanistic disciplines while responding to ongoing challenges to conventional disciplinary boundaries, this degree highlights existing strengths of graduate training in the humanities at Penn State, structures the continuing development of these programs, and credentials our graduates’ training and work with visual forms, environments, and media.

Admission Timing and Process
Students must apply and be admitted to their primary graduate program and The Graduate School before they can apply for admission to the Visual Studies dual-title degree program. Applicants interested in the dual-title degree program may make their interest known on their applications to their primary graduate program, and should ensure their personal statements reflect their interest in the Visual Studies dual-title graduate program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Visual Studies dual-title program. Doctoral students must be admitted into the dual-title degree program in Visual Studies prior to obtaining candidacy in their primary graduate program.

With the approval of the Director of Graduate Studies in their primary graduate program, students already enrolled in a co-operating graduate program at Penn State may apply to the Visual Studies program at any time after they are admitted as graduate students in their primary graduate programs. Applicants must submit the following materials to the Visual Studies Academic Advisory Committee, which will determine admission to the program:

- A letter of approval from the Director of Graduate Studies in your primary graduate
• A copy of your Graduate School Application which was originally submitted to your primary graduate program
• Official transcripts from previous coursework, including transcripts that accompanied application to the Graduate School and transcripts of coursework completed at Penn State (Photocopies of transcripts sent from the home department are acceptable)
• Official GRE scores (Photocopies of GRE scores sent from the home department are acceptable)
• A writing sample
• A personal statement that describes how the dual degree program fits with your scholarly interests
• 1 letter of recommendation from a Visual Studies faculty member at Penn State

Degree Requirements
To qualify for the dual-title degree, students must satisfy the requirements of their primary graduate program. In addition, they must satisfy the requirements described below, as established by the Visual Studies dual-title degree program.

Course work
The minimum course requirements for this dual-title Ph.D. degree are as follows:

• 15 credits of course work related to Visual Studies, all at the 500- or 800-level. In certain circumstances, a 400-level course may be substituted with the approval of the Director
of the Visual Studies graduate program and the student’s adviser. Such approval must be granted in writing before the course is taken and will require work supplementing the syllabus, such as a culminating research paper. Of the 15 credits required for the Visual Studies dual-title, 6 must come from the two required core courses in the Visual Studies program: VSTUD 501 “Visual Culture Theory and History” and VSTUD 502 “Visual Studies in Digitality.”

- Students must also take 9 elective credits from courses approved by the Visual Studies Academic Advisory Committee. In order to promote interdisciplinarity, at least 3 of these credits must be from a college, department, or program outside the student’s home department or program. Students may complete the courses contributing to the Visual Studies degree in any sequence.

A list of courses approved to count towards the Visual Studies dual-title degree requirements will be maintained by the program office.

**Candidacy Examination**
The dual-title field will be fully integrated into the candidacy exam for the doctoral program.

The candidacy examination committee for the dual-title Ph.D. degree must include at least one Graduate Faculty member from the Visual Studies program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. In addition, students in the dual-title Ph.D. degree program in Visual Studies will be required to present to their candidacy committee a portfolio of work in Visual Studies, including a statement of the
student’s interdisciplinary research interests, a program plan, and samples of writing that indicate the student’s interest in questions related to the Visual Studies.

Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

**Doctoral Committee Composition**
In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Visual Studies dual-title doctoral degree student must include at least one member of the Visual Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the committee chair does not represent Visual Studies, the committee member representing Visual Studies must be appointed as co-chair.

**Comprehensive Exam**
After completion of required course work, doctoral candidates for the dual-title doctoral degree must pass a comprehensive examination. The Visual Studies Graduate Faculty member on the candidate’s committee is responsible for developing and administering the Visual Studies portion of the candidate’s comprehensive exam. The exam must incorporate written and oral components addressing Visual Studies based on the student’s areas of interest and specialization in Visual Studies.
Dissertation and Final Oral Examination
The candidate must complete a dissertation on a topic that reflects his or her original research and education in both the primary graduate program and Visual Studies. In order to earn the dual-title Ph.D. degree, the dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination (the dissertation defense).

Student Aid
Graduate assistantships and other forms of student aid are described in the Student Aid section of the Graduate Bulletin. Students on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin.

Courses
Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.
Graduate Council  
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: Smeal College of Business  
Department or Instructional Area: Professional Graduate Programs

New Graduate Program, Option, or Minor: □ Add  
Designation of new graduate program:  
Classification of Instructional Programs (CIP) Code:  
Designation of new graduate option:  
Designation of new graduate minor:  
Indicate effective semester:  
□ First semester following approval  
□ Second semester following approval

Existing Graduate Program Option, or Minor: ✔ Change  
□ Drop  
Current designation of graduate program: Master of Business Administration-Smeal Resident MBA Program  
Current designation of graduate option:  
Current designation of graduate minor:  
New designation of existing graduate program (if changing):  
New designation of existing graduate option (if changing):  
New designation of existing graduate minor (if changing):  
Brief description of the change (if not noted above): Reduce required credits, have four primary concentrations, change course module, etc.  
Indicate effective semester:  
□ First semester following approval  
□ Second semester following approval

Submitted by Graduate Program Head  
Brian Cameron  
Signature  
Date: 8/24/16

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:  
Arvind Rangaswamy  
Signature  
Date: 8/24/16

Approved by College/School Dean/Chancellor (or Designee):  
Charles Whiteman  
Signature  
Date: 8/24/2016
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of John Challis
Printed name
Signature
Date: 4/26/2017

Recommended by Chair, Graduate Council Committee on Programs and Courses:

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 4/26/2017

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 4/26/2017
PROGRAM CHANGE —
MASTER OF BUSINESS ADMINISTRATION – REDesign OF EXISTING SMEAL Resident MBA PROGRAM

THE PENNSYLVANIA STATE UNIVERSITY — SMEAL COLLEGE OF BUSINESS DR. LOU GATTIS –CLINICAL PROFESSOR OF FINANCE, MBA PROGRAM FACULTY DIRECTOR
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Introduction

The first Penn State Smeal Master of Business Administration degree was conferred in 1960. It was designed as a professional degree to prepare individuals for managerial positions in business, government, and nonprofit institutions. The MBA curriculum blends technical rigor, managerial theory, and integrative learning experiences through various teaching methods. When the program first began, its primary students were career accelerators, moving up in their existing functions and/or industries. Today, however, with the increasing number of MBA programs, growth of specialty master’s programs, and development of many MBA teaching formats, the audience for the full-time MBA program is career changers who seek to move out of existing functions or industries and make a significant career change.

The market for MBA graduates and MBA program has evolved. In order to keep the Penn State Smeal MBA program current and responsive to market demands, the MBA Revision Committee was formed in August 2015 and charged with considering revisions to the current MBA program. The objectives were:

- Increase student satisfaction
- Maintain senior faculty involvement in the program
- Increase or maintain rankings
- Improve learning opportunities
- Reduce credits per semester to meet Graduate Council policies

Given the changing market, these objectives are challenging. However, this is an opportune time to rethink some aspects of the current full-time MBA program and suggest changes that meet the objectives and overcome challenges.

The Committee met regularly during the 2015-2016 academic year. After considering many options for changing the program, the Committee decided against recommending wholesale changes in the program, opting instead for incremental changes which we believe have a good chance of meeting the objectives.

A. Program Justification

The current Penn State Smeal MBA program had a major revision in 2001 and a minor revision in 2007. The current 60 credit program begins in the fall and concludes in 21 months with a summer internship between academic years. The first year comprises Core curriculum, required courses that offer students exposure to major business functions. The end of the first year and the second year comprise elective classes clustered into the following concentration options: Entrepreneurship, Finance, Healthcare Systems, Marketing, Strategic Leadership, Supply Chain Management, and Sustainability and Social Innovation. The academic calendar is a “7-1-7” modular structure with four to five seven-week, two credit classes per module. Between modules are one-week “immersions” – intensive experiences for targeted student development. The four immersions are Career Immersion (non-credit), Global Immersion (required), Negotiations Immersion (required), and Leadership Immersion (elective). A general current program structure is outlined below:
The changes that the Committee recommended are:
- Reduce minimum credits from 60 to 54
- Have four primary concentrations: consulting, finance, marketing, supply chain
- Move functional courses earlier in first year
- Have a faculty-led Career Immersion in the first week of Mod 1 that would introduce students to careers in the four primary concentrations
- Create primary concentration faculty champion positions to support advising and Career Immersion
- Add a Consulting/Project Management Course into first year as an elective
- Make Global Perspectives two credits and move it to Year 2 along with the Global Immersion
- Move the Negotiations Immersion to the first week of Mod 5
- Create secondary concentrations

Graduate Council policy requires a maximum of 15 credits per semester for all graduate students. This makes the current 60 credit program problematic because 15 credits per semester becomes both the minimum and the maximum needed for the degree. The Committee recommended eliminating the Applied Profession Experience (APEX) as a requirement of the program and requiring 54 credits as a minimum. That will leave students with the option of taking up to 60 credits but not require it.
The credit limit of 15 credits per semester necessitated changing the course sequencing because the current program requires more than 30 credits in the first year. Students also desire the ability to take an elective course in their chosen concentration before their internship starts. To accommodate both Graduate Council and the students, the Committee recommended moving several courses to the second year.

The main rearrangements involve moving Global Immersion, Global Perspectives, and Ethics to the second year, and moving APEX to Mods 5-6. This enables students to free up space to do two electives in Mod 4. From the students’ viewpoint, these changes are highly desirable.

As directed by the Graduate School, most of the current 500-level courses are changing to 800-level courses to keep in line with current policies regarding professional graduate programs.

The Committee also recommended making APEX optional for non-consulting concentrations. Forcing everyone to take it has resulted in disaffected students. Certainly many of them have found the experience valuable, but there is a substantial minority that are either uninterested or feel that they already have sufficient experience with cross-functional teams.

The changes proposed are evolutionary. They are a response to Grad Council policy and to the desires of the current students and the marketplace. The proposed changes recognize that we face constraints given the small size of our MBA program. The Committee believes the changes are an incremental improvement without being extremely costly or difficult to implement.

The current resident MBA is a 60-credit, two-year program with the following sequence of courses:

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mod 1</strong></td>
<td><strong>Mod 5</strong></td>
</tr>
<tr>
<td>8 Credits</td>
<td>6-8 Credits</td>
</tr>
<tr>
<td>BA 817: Communication Skills for Lship</td>
<td>Concentration Electives</td>
</tr>
<tr>
<td>BA 811: Financial Accounting</td>
<td>2 Credits</td>
</tr>
<tr>
<td>BA 801: Management</td>
<td>2</td>
</tr>
<tr>
<td>BA 815: Statistics</td>
<td>2</td>
</tr>
<tr>
<td>BA 802: Team Process and Performance</td>
<td>1 Credit</td>
</tr>
<tr>
<td>Career Immersion</td>
<td>0 Credits</td>
</tr>
<tr>
<td>Negotiations Immersion</td>
<td>1 Credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mod 2</strong></td>
<td><strong>Mod 6</strong></td>
</tr>
<tr>
<td>9 Credits</td>
<td>6-8 Credits</td>
</tr>
<tr>
<td>BA 817: Communication Skills for Lship</td>
<td>Concentration Electives</td>
</tr>
<tr>
<td>BA 533: Economics for Managers</td>
<td>2 Credits</td>
</tr>
<tr>
<td>BA 831: Finance</td>
<td>2</td>
</tr>
</tbody>
</table>
The redesigned program will be a 54-credit, two-year program. The sequence of courses would be as follows:

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-Led Career Week</td>
<td>0 Credit</td>
</tr>
<tr>
<td>Mod 1</td>
<td>8 Credits</td>
</tr>
<tr>
<td>BA 817: Communication Skills for Lship</td>
<td>1</td>
</tr>
<tr>
<td>BA 811: Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>BA 801: Management</td>
<td>2</td>
</tr>
<tr>
<td>BA 815: Statistics</td>
<td>2</td>
</tr>
<tr>
<td>BA 802: Team Process and Performance</td>
<td>1</td>
</tr>
</tbody>
</table>
The Committee recommended that there be only four primary concentrations: consulting, finance, marketing, and supply chain. This will help balance supply and demand for courses. To allow students to have breadth and to signal their interest in other subject areas, the Committee proposed that we have secondary concentrations that would bundle additional combinations of courses. There are many opportunities for secondary concentrations in areas such as marketing analytics, B2B marketing, leadership, entrepreneurship, sustainability, and healthcare.

Currently, nearly all students have more than one concentration. The introduction of secondary concentrations would allow students to gain breadth without committing Smeal to staff many different concentrations. Secondary concentrations could be easily formed and dissolved as student interest and staffing capabilities changed. Secondary concentrations should help with marketing a smaller program that cannot afford to offer students scores of electives.

For elective courses, the Committee recommended that Departments generally have one primary concentration elective per Mod available to students. Student demand for each elective will then be relatively constant across Mods, making it easier to schedule electives. This does mean that

<table>
<thead>
<tr>
<th>Mod 2</th>
<th>7 Credits</th>
<th>Mod 6</th>
<th>6-8 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 817: Communication Skills for Lship</td>
<td>1</td>
<td>Electives (APEX)</td>
<td>6-8</td>
</tr>
<tr>
<td>BA 533: Economics for Managers</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 831: Finance</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 810: Supply Chain &amp; Operations</td>
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<th>Mod 3</th>
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<th>Mod 7</th>
<th>6-8 Credits</th>
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<tr>
<td>BA 817: Communication Skills for Lship</td>
<td>1</td>
<td>BA 835 Global Perspectives</td>
<td>2</td>
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<tr>
<td>BA 571: Strategic Management</td>
<td>2</td>
<td>Electives</td>
<td>4-6</td>
</tr>
<tr>
<td>BA 512: Risk and Decisions</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 800: Marketing Management</td>
<td>2</td>
<td></td>
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<td>Global Business Envir. Week</td>
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<tr>
<td>BA 832</td>
<td>1 Credit</td>
<td>BA 836 Global Immersion Week</td>
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<td>BA 804 Ethical Leadership</td>
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<td>BA 821: Managerial Accounting</td>
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<td>Primary Concentration Elective</td>
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<tr>
<td>Primary Concentration Elective</td>
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</tbody>
</table>

| Total Credits Year One | 30 | Total Credits Year Two | 24-30 |
| Program Credits: 54-60 | | | |
some electives may end up being discontinued. For faculty who remain interested in teaching such electives, an online offering may provide an avenue. With several new online programs and certificates being created at Smeal in the next few years, a course could apply to a variety of students across different programs, allowing sufficient enrollment to run a course.

Concentration areas and elective courses may change over time in response to student and industry demand.
B. Graduate Bulletin Copy

Business Administration, Master of

Dr. Brian H. Cameron, Associate Dean for Professional Graduate Programs
The Smeal College of Business
220S Business Building
814-863-1460

Brent Ambrose, Director of Ph.D. and M.S. Programs
351 Business Building
814-865-7669

Carrie Marcinkevage, Director of MBA Program
220 Business Building
814-863-0474

Degrees Conferred:
Ph.D., M.S., M.B.A, M.D./M.B.A., J.D/M.B.A
Dual-title Ph.D. and M.S. in Business Administration and Operations Research

The Graduate Faculty, Ph.D. program
The Graduate Faculty, MBA programs

The Programs

The Master of Business Administration program is a professional degree designed to prepare individuals for managerial positions in business, government, and nonprofit institutions. The M.B.A. curriculum blends technical rigor, managerial theory, and integrative learning experiences through case studies and other teaching methods. A managerial communications course is fully integrated into the program.

The Master of Science in Business Administration program is highly flexible and designed for advanced study in a specialized field. The M.S. program is directed toward the development of competency within a defined area of management. Fields such as accounting and management
science are examples of career opportunities requiring specialized knowledge and skill, including research.

The Doctor of Philosophy degree in the Business Administration program offers advanced graduate education for students focused on research careers at leading business schools. The faculty of the college views the Ph.D. as evidencing scholarship at the highest level.

Admission Requirements

Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Applicants to the M.B.A. program are required to take the Graduate Management Admission Test (GMAT); whereas applications to the doctoral program are required to take either the GMAT or the Graduate Record Examination (GRE). The program does not admit applicants for the terminal Master of Science (M.S.) degree.

Criteria for evaluating applicants include professional and academic accomplishments, GMAT/GRE scores, recommendations, and personal data from application forms that provide indications of future academic and professional accomplishment.

Work on the M.B.A. degree may be started fall semester only. Ph.D. candidates may begin either the fall or spring semester. However, only rarely are admissions to the Ph.D. programs granted for spring semester. Individuals from all undergraduate disciplines are encouraged to apply.

Master's Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

The M.B.A. program consists of two distinct portions: (1) preprogram competency expectations, including accounting, economics, mathematics, and statistics; and (2) a minimum of 54 credits at the 400, 500, or 800 levels, with a minimum of 18 at the 500 or 800 level and at least 6 credits at the 500 level. Of the minimum 54 credits, 32 credits are required core courses: BA 512 (2 cr.), BA 533 (2 cr.), BA 571 (2 cr.), BA 800 (2 cr.), BA 801 (2 cr.), BA 802 (1 cr.), BA 804 (2 cr.), BA 805 (1 cr.), BA 810 (2 cr.), BA 811 (2 cr.), BA 815 (2 cr.), BA 817 (4 cr.), BA 821 (2 cr.), BA 831 (2 cr.), BA 832 (1 cr.), BA 835 (2 cr.), and BA 836 (1 cr.). The remaining 22 elective credits must be chosen from a list of approved elective courses maintained by the graduate program office.

The culminating experience for the M.B.A. is BA 571, Strategic Management. This course is designed to bring together the many functional areas previously studied and integrate them into a strategic analysis of the entire firm.
Admission to the M.S. program is only available to students previously admitted to the Ph.D. program, with the approval of the Director of the Ph.D. program. The M.S. degree requires a minimum of 30 credits at the 400, 500, 600, or 800 level in business administration or related areas, including a thesis or scholarly paper. Students who complete a thesis must take at least 18 credits at the 500 or 600 level, with a minimum of 6 credits in thesis research (BA 600 or 610). The thesis must be accepted by the committee members, the head of the graduate program, and the Graduate School. Students who choose the non-thesis option must take at least 18 credits at the 500 level, and complete a satisfactory scholarly paper while enrolled in BA 596.

**Doctoral Degree Requirements**

Requirements listed here are in addition to requirements stated in the [DEGREE REQUIREMENTS](#) section of the *Graduate Bulletin*.

*Competency Expectations:* Entrance into the doctoral program in business administration does not require the completion of an undergraduate degree specifically in business. While almost any major at the undergraduate level may be acceptable, graduate study in business administration does presume a minimum level of competency in mathematics, statistics, and computing. No transcript credit is required for entering doctoral candidates in these areas, except where specified by particular fields of specialization. However, it must be emphasized that lack of minimum competency in mathematics, statistics and computing could be a significant disadvantage to the candidate.

*Breadth Requirement:* All candidates are expected to develop a broad understanding of the functions of the business organization. To achieve breadth, all Ph.D. candidates must show competency by completing 12 credits at the 400, 500, or 800 level in a minimum of two of the approved fields of study within the Smeal College of Business and/or in Economics in the College of the Liberal Arts. The 12 credits in the breadth requirement must be taken in fields outside or separate from a candidate's primary, supporting, and research competency fields.

*Primary Field Requirements:* All candidates are required to achieve competency in a primary field of business administration. The primary field is the sphere of scholarship that commands the most extensive and intensive portion of a program, and is the area in which the student’s dissertation research is conducted and the doctoral committee chair is selected. Primary fields may be selected from the following: accounting; finance; insurance and real estate; management and organization; marketing; and supply chain and information systems.

Graduate work in a selected primary field may require competency in prerequisite areas, including undergraduate work in the field itself as well as prior work in mathematics, statistics, computer science, economics, and social and behavioral sciences. The prerequisite work will be specified by each primary field.

*Supporting Field Requirements:* All candidates must select a supporting field of study from business administration or related outside areas. Those spheres of scholarship complement the candidate's primary field. Supporting fields from business administration include all the primary fields. Outside supporting fields include, but are not limited to, anthropology, civil engineering,
computer science, economics, industrial engineering, mathematics, political science, psychology, sociology, and statistics.

*Research Methods Field:* All candidates must develop a broad understanding of the scientific research process and in-depth competency in the research methods used in the primary field. Each candidate's doctoral committee shall specify a minimum of 4 courses / 12 credits at the 400, 500, or 800 level (beyond the M.B.A. core courses) to constitute a supporting field in research methods. These courses should cover specific methods and tools relevant for research in the primary fields. A member of the doctoral committee shall be designated to represent the research methods field and shall be responsible for evaluating the candidate's competence in the field.

*Research Paper and Presentation Requirement:* To introduce students early to the research process, each Ph.D. student must complete a written research paper within two years after admission to the Ph.D. program. The student must then present the paper at an open departmental workshop or seminar within one semester after the paper is approved by the department committee and chair. The student must work under the guidance of a Research Paper Supervisor (who may or may not later be the dissertation adviser). The research paper supervisor mentors the student, possibly suggesting the research topic, monitoring progress, providing ideas and feedback, and helping the student develop appropriate research, writing, and presentation skills. The paper must substantially represent the student's work, and must be written by the student. The paper must clearly define and motivate the problem being addressed, contain a comprehensive literature review, and present the research contributions and conclusions. Approval of written paper and presentation can be used as a means to satisfy the University's English competence and communication requirement (to be completed before the comprehensive examination).

*Dissertation:* To earn the Ph.D. degree, doctoral candidates must write a dissertation that is accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination (the dissertation defense).

**Other Degree Programs**

**Dual-Title Ph.D. and M.S. in Operations Research**

Ph.D. and M.S. students in Smeal College of Business can elect to participate in the Operations Research dual-title graduate program. Operations Research is the use of scientific methodology in the formulation, analysis, and solution of problems of decision making.

*Admissions Requirements:* Students must apply and be admitted to the graduate program in Business Administration and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Operations Research dual-title program. Refer to the Admission Requirements section of the Operations Research Bulletin page. Doctoral students must be admitted into the dual-title degree program in Operations Research prior to obtaining candidacy in their home department.

*Degree Requirements:* To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in Business Administration, listed above. In
In addition, students must complete the degree requirements for the dual-title in Operations Research, listed on the Operations Research Bulletin page.

For the dual-title M.S. degree in Business Administration and Operations Management, the thesis or scholarly paper must reflect the student’s education and interest in both Business Administration and Operations Research. The master’s committee must include at least one Graduate Faculty member from Operations Research. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role.

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Business Administration and must include at least one Graduate Faculty member from the Operations Research program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both Business Administration and Operations Management. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a Business Administration and Operations Research dual-title Ph.D. student must include at least one member of the Operations Research Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Operations Research, the member of the committee representing Operations Research must be appointed as co-chair. The Operations Research representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in Business Administration and Operations Research. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**FIVE-YEAR SCIENCE B.S./M.B.A. PROGRAM**

This program is the result of collaboration between the Eberly College of Science and Smeal College of Business. With the accelerated nature of the program, students can earn a B.S. degree in science and an M.B.A. degree in five calendar years after graduation from high school. For the first three and one-half years, including the first semester of the M.B.A. curriculum, students are enrolled as undergraduates in the Eberly College of Science. For the remaining three semesters, participants are graduate students formally enrolled in the Smeal College of Business M.B.A. program. Successful completion of this program results in a B.S. degree in Science awarded by the Eberly College of Science during year four and an M.B.A. from the Smeal College of Business at the end of year five.
Students must apply to the program via the Graduate School application for admission, and must meet all the admission requirements of the Graduate School and the Business Administration graduate program for the Master of Business Administration degree. Students shall be admitted to an IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study. Students must be admitted to the program prior to taking the first course they intend to count towards the graduate degree.

In consultation with an adviser, students must prepare a plan of study appropriate to this integrated program, and must present their plan of study in person to the head of the graduate program or the appropriate committee overseeing the integrated program prior to being admitted to the program. The plan should cover the entire time period of the integrated program, and it should be reviewed periodically with an adviser as the student advances through the program.

Students must fulfill all requirements for each degree in order to be awarded that degree. Degree requirements for the B.S. degrees can be found in the Undergraduate Degree Program Bulletin. Degree requirements for the M.B.A. degree are listed in the Master’s Degree Requirements section above.

Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted. The credits that can be double-counted are: BA 500 (2 cr.), BA 501 (2 cr.), BA 511 (2 cr.), BA 512 (2 cr.), BA 515 (2 cr.), BA 531 (2 cr.).

If students accepted into the IUG program are unable to complete the M.B.A. degree, they are still eligible to receive their undergraduate degree if all the undergraduate degree requirements have been satisfied.

JOINT DEGREE OFFERING WITH PENN STATE LAW

Smeal College of Business, University Park campus
Penn State Law

Degrees Conferred:

J.D. (Penn State Law) / M.B.A. (The Smeal College)

Joint degree program. Smeal College of Business and the Penn State Law offer a joint degree program leading to the degrees of Juris Doctor (J.D.) and Master of Business Administration (M.B.A.). We live in a global society where complex legal structures interact with dynamic and powerful market forces. Individuals with backgrounds in both business and law have a distinct advantage in understanding this interaction and are uniquely positioned for success in our
modern society. The Juris Doctor/Master of Business Administration (J.D./M.B.A.) joint degree program provides outstanding, highly motivated students the opportunity to combine a Juris Doctor degree from Penn State Law with an M.B.A. degree from Penn State's internationally ranked Smeal MBA Program (Smeal). Participants in this program earn both a Juris Doctor degree and a Master of Business Administration in four years compared to the five years required to earn the two degrees separately.

Admission to the program. In order to be admitted to the program, students may: (a) first be admitted and enrolled in either Smeal College or Penn State Law and subsequently admitted to the other program; or (b) be admitted to the joint program prior to commencing studies at Penn State. Each program will make a separate admission decision. Students admitted to both programs will be admitted as joint degree candidates.

Admission Requirements

Candidates must apply to Penn State Law and Smeal separately and must meet each school's requirements. The admission requirements for the Master of Business Administration degree are listed above. Admissions requirements and applications for admission for Penn State Law are available at the J.D. Admissions section of the Penn State Law website. Students must be admitted to the program prior to taking the first course they intend to count towards the M.B.A. degree.

Credit Requirements: Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the J.D. program are listed on the Penn State Law website. Degree requirements for the M.B.A. degree are listed in the Master’s Degree Requirements section above.

Double Counting of Credits: M.B.A. A maximum of 16 credits from Penn State Law course work may be double counted toward the M.B.A. degree at Smeal. Courses for which such credit may be applied shall be subject to approval by Smeal based on relevance to the MBA program. Students must obtain a grade satisfactory to Smeal for any J.D. course work to be credited toward the M.B.A. degree.

Double Counting of Credits: J.D. A maximum of 12 credits for M.B.A. course work may be double counted for credit toward the J.D. degree at Penn State Law. Courses for which such credit may be applied shall be subject to approval by the Penn State Law faculty. Students must obtain a grade satisfactory to Penn State Law for any M.B.A. course work to be credited toward the J.D. degree.

Advising of Students: All students in the program shall have two advisers, one from Smeal and one from Penn State Law. Periodic interaction between the two advisers is encouraged.

Graduation: If students accepted into the joint degree program are unable to complete the J.D. degree, they are still eligible to receive the M.B.A. degree if all the M.B.A. degree requirements have been satisfied.
JOINT DEGREE OFFERING WITH THE PENN STATE HERSHEY COLLEGE OF MEDICINE

Hershey College of Medicine, Hershey campus  
Smeal College of Business, University Park campus

Degrees Conferred: M.D. (Hershey) / M.B.A. (The Smeal College)

Joint degree program. Smeal College of Business and the Penn State Hershey College of Medicine offer a joint degree program leading to the degrees of Medical Doctor (M.D.) and Master of Business Administration (M.B.A.). The objective of the program is to produce highly qualified clinicians who also understand the challenges of running a business. The Medical Doctor/Master of Business Administration (M.D./M.B.A.) joint degree program provides outstanding students the opportunity to combine a Medical Doctor degree from the College of Medicine, a highly respected medical college and medical center, with an M.B.A. degree from Penn State's internationally ranked Smeal MBA Program (Smeal). Participants in this program earn both a Medical Doctor degree and a Master of Business Administration in five years compared to the six years required to earn the two degrees separately.

Admission to the program. In order to be admitted to the program, students must first be admitted and enrolled in the COM as a medical student and subsequently admitted to Smeal. Each program will make a separate admission decision. Students admitted to both programs will be admitted as joint degree candidates.

Students currently enrolled at the College of Medicine in the M.D. program may apply to the M.D./M.B.A. program during their first three years at the College of Medicine by applying to the M.B.A. program, as described in the Admissions Requirements section above.

Admission Requirements

The admission requirements for the Master of Business Administration degree are listed above. Admissions requirements and applications for admission for Penn State College of Medicine are available at the M.D. Program section of the Penn State College of Medicine website. Students must be admitted to the program prior to taking the first course they intend to count towards the M.B.A. degree.

Credit Requirements: Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the M.D. program are listed on the College of Medicine website. Degree requirements for the M.B.A. degree are listed in the Master’s Degree Requirements section above.

Sequence: Students may choose to conduct their study in either of the two sequences shown below. Each "Year" refers to the traditional academic year beginning in late August and
concluding in May. The College of Medicine students can expect to take courses during the summer. The Smeal College of Business does not offer any classes over the summer term.

Years 1-3: M.D. foundation and advanced course work at the College of Medicine.

Year 4: M.B.A. foundation course work at the University Park location.

Year 5: Combination of M.D. and M.B.A. course work at the University Park location.

*Double Counting of Credits:* M.B.A.: 15 credits from the College of Medicine course work may be double counted toward the M.B.A. degree at Smeal. Courses for which such credit may be applied shall be subject to approval by Smeal based on relevance to the M.B.A. program. Students must obtain a grade satisfactory to Smeal (High Pass or Low Pass) for any M.D. course work to be credited toward the M.B.A. degree.

*Double Counting of Credits:* M.D.: A maximum of 45 credits for M.B.A. course work may be double counted for credit toward the M.D. degree at the COM. Courses for which such credit may be applied shall be subject to approval by the College of Medicine faculty. Students must obtain a grade satisfactory to the College of Medicine (a grade of "C" or higher) for any M.B.A. course work to be credited toward the M.D. degree.

*Advising of Students:* All students in the program shall have two advisers, one from the Smeal College of Business and one from the College of Medicine. Periodic interaction between the two advisers is encouraged.

*Graduation:* If students accepted into the joint degree program are unable to complete the M.D. degree, they are still eligible to receive the M.B.A. degree if all the M.B.A. degree requirements have been satisfied.

**Student Aid**

In addition to the fellowships, traineeships, graduate assistantships, and other forms of financial aid described in the [STUDENT AID](#) section of the Graduate Bulletin, other awards are available to graduate students in Smeal College of Business. Students on graduate assistantships must adhere to the [course load limits set forth in the Graduate Bulletin](#).

**Courses**

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.
ACCOUNTING (ACCTG) course list

Dr. Dan Givoly, Chair; 814-865-0041

BUSINESS ADMINISTRATION (B A):
The following courses require matriculation into the MBA program at University Park campus and are considered part of the MBA core curriculum:

- 512. RISK & DECISION (2)
- 533. ECONOMICS FOR MANAGERS (2)
- 571. STRATEGIC MANAGEMENT (1-3) (CAPSTONE)
- 800. MARKETING MANAGEMENT (1-3)
- 801. MANAGEMENT (2)
- 802. TEAM PROCESSES AND PERFORMANCE (1-3)
- 804. ETHICAL LEADERSHIP (2)
- 805. NEGOTIATION THEORY AND SKILLS (1-3)
- 810. SUPPLY CHAIN AND OPERATIONS MANAGEMENT (1-3)
- 811. FINANCIAL ACCOUNTING (1-3)
- 815. BUSINESS STATISTICS FOR CONTEMPORARY DECISION MAKING (2)
- 817. LEADERSHIP COMMUNICATIONS (1-3)
- 821. INTRODUCTION TO MANAGERIAL ACCOUNTING (2)
- 831. INTRODUCTION TO FINANCE (1-3)
- 832. GLOBAL BUSINESS ENVIRONMENT (1)
- 835. GLOBAL PERSPECTIVES (1)
- 836. INTERNATIONAL IMMERSION (2)

Courses outside the MBA core:

- 528. BUSINESS SIMULATION (1-3)
- 545. BUSINESS, GOVERNMENT & INTERNATIONAL ECONOMICS (2)
- 565. STRATEGIC LEADERSHIP (1-3)
- 574. BUSINESS RESEARCH (1-3)
- 596. INDIVIDUAL STUDIES (1-9)
- 599. FOREIGN STUDY - BUSINESS ADMINISTRATION (1-12)

BUSINESS LAW (B LAW)
525. BUSINESS LAW FOR INNOVATION & COMPETITION (2)

BUSINESS LOGISTICS (B LOG) course list

Dr. John E. Tyworth, Chair; 814-865-1866

E-BUSINESS (EBIZ) course list

ENTREPRENEURSHIP (ENTR)
500. INNOVATION AND ENTREPRENEURSHIP (1-3)

FINANCE (FIN)
515. NITTY LION FUND MANAGER (3)
555. GLOBAL FINANCE (1-3)
570. FINANCIAL MODELING (2)

Dr. William A. Kracaw, Chair; 814-863-0486

INFORMATION SCIENCES AND TECHNOLOGY (IST) course list
INSURANCE (INS) course list
Dr. Austin Jaffe, Chair; 814-865-1190

INTERNATIONAL BUSINESS (IB)
555. GLOBAL FINANCE (1-3)
Dr. Fariborz Ghadar, Director, 814-865-0544

MANAGEMENT AND ORGANIZATION (MGMT)
561. GLOBAL STRATEGY AND ORGANIZATION (1-3)
565. POWER & INFLUENCE (2)
Dr. Dennis Gioia, Chair; 814-865-2194

MANAGEMENT INFORMATION SYSTEMS (MIS) course list

MANAGEMENT SCIENCE AND INFORMATION SYSTEMS (MS&IS) course list
John E. Tyworth, Chair, 814-865-1866

MARKETING (MKTG) course list
Dr. Hans Baumgartner, Chair; 814-863-3559

OPERATIONS AND INFORMATION SYSTEMS MANAGEMENT (OISM) course list

OPERATIONS MANAGEMENT (OPMGT) course list

REAL ESTATE (REST)
515. PROPERTY RIGHTS IN A GLOBAL ECONOMY (2)
Dr. Austin Jaffe, Chair; 814-865-1190

SUPPLY CHAIN MANAGEMENT (SCM) course list
C. Additional Specific Degree Requirements section for the M.B.A.

University Park Campus--The purpose of the MBA program at the University Park campus is to develop professional managerial knowledge and skills as these are applied to decisions in complex organizations. The curriculum was developed by the graduate business faculty to blend technical rigor, managerial theory, and integrative learning experiences through case studies and other teaching methods.

A minimum of 54 credits at the 400, 500, or 800 levels, with a minimum of 18 at the 500 or 800 level and at least 6 credits at the 500 level. Of the minimum 54 credits, 32 credits are required core courses and 22 are electives. The culminating experience for the M.B.A. is a capstone course in Strategic Management, which is designed to bring together the many functional areas previously studied and integrate them into a strategic analysis of the entire firm.

D. Consultation Responses

From Penn State Erie, the Behrend College

From: Greg Filbeck <mgf11@psu.edu>
Sent: Wednesday, August 17, 2016 9:04 AM
To: Brian Cameron
Subject: RE: Consultation for Changes to Smeal Resident MBA Program

Brian,

I have reviewed the proposal for the changes to the Smeal Resident MBA Program and support the changes completely. The proposal lays out the justification for changes to the program and then clearly addresses how the revised program satisfies each justification.

Thank you for the opportunity to review.

Greg

Dr. Greg Filbeck, CFA, FRM, CAIA, CIPM, PRM
Samuel P. Black III Professor of Finance and Risk Management
Interim Director, Black School of Business
Penn State Erie, the Behrend College
286 Burke
Erie, PA 16563
From Harrisburg

From: Steve Schappe <sxs28@psu.edu>
Sent: Monday, August 22, 2016 3:58 PM
To: Brian Cameron
Subject: Re: Consultation for Changes to Smeal Resident MBA Program

Hi Brian,

Thank you for the opportunity to review the proposed changes to the Smeal resident MBA program.

I've read through the revised proposal (dated 08-22-2016) and have no questions or concerns; we're pleased to support the proposal and your efforts.

Regards,
Steve

Stephen P. Schappe, Ph.D.
Director, School of Business Administration
777 W. Harrisburg Pike
Middletown, PA 17057
717-948-6141
http://hbg.psu.edu/sba

From Great Valley

From: JAMES A NEMES <jan16@psu.edu>
Sent: Tuesday, August 23, 2016 4:18 PM
To: Brian Cameron
Subject: RE: Consultation for Changes to Smeal Resident MBA Program

Brian,

Thanks. This takes care of it. No further comments. No objections. Good luck with the proposal.

Jim
Responses from the relevant committees at the Smeal College of Business

The Graduate Policy Committee at the Smeal College of Business has reviewed and approves the proposal for the redesigned MBA program.

The Advisory Committee at the Smeal College of Business has reviewed and approves the proposal for the redesigned MBA program.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: College of the Liberal Arts
Department or Instructional Area: English

New Graduate Program, Option, or Minor: [ ] Add
Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Existing Graduate Program Option, or Minor: [ ] Change [ ] Drop
Current designation of graduate program: English
Current designation of graduate option:
Current designation of graduate minor:
New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above): Adding dual title to English in visual studies.

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Submitted by Graduate Program Head
Mark Morrison
Printed name
Date: 8/11/15
Signature

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Lisa Nelson
Printed name
Date: 8/11/15
Signature

Approved by College/School Dean/Chancellor (or Designee):
Eric Silver
Printed name
Date: 8/11/15
Signature
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

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<th>On Behalf of John Challis</th>
<th>Walter Witt</th>
<th>Date: 4/26/2017</th>
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Recommended by Chair, Graduate Council Committee on Programs and Courses:

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<th>On Behalf of M. Kathleen Heid</th>
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Noted by Dean of the Graduate School:

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<th>On Behalf of Regina Vasilatos-Younken</th>
<th>Walter Witt</th>
<th>Date: 4/26/2017</th>
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A proposal to the Graduate Council by the Graduate Program in English to Adopt the Dual-Title Graduate Degree Program in Visual Studies

Submitted by the Department of English
Mark Morrisson, Head, mxm61@psu.edu
A proposal to the Graduate Council by the Graduate Program in English to Adopt the Dual-Title Graduate Degree Program in Visual Studies

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I. Program Justification and Objectives

A. The departmental and interdepartmental context

The Pennsylvania State University English department is characterized by a dynamic and highly productive faculty teaching and producing scholarship across a wide spectrum of fields in literature, rhetoric, and cultural studies.1 As is indicated by the Visual Culture page on our website,2 our faculty is actively engaged with cross-disciplinary changes that are integrating the visual into these fields. Our areas of specialization range from study of the book arts and graphic novels and issues concerning the visual nature of writing, through analysis of film and television, to assessment of digital media and training in its uses for scholarship and teaching.

Penn State faculty in English serve on the boards of scholarly journals involved with visual culture.3 Our faculty also curate exhibitions at Penn State and elsewhere, and are actively involved in developing and analyzing forms of visual pedagogy including web-based teaching.4

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1 The 2010 National Research Council Assessment of Doctoral-Research Programs recognized Penn State’s English department as a national leader: the department ranks in the top 10 among English departments at 122 doctorate-granting public and private institutions in the United States (#6 in the numerical ranking provided by phds.org). The 2014 QS World University Rankings by Subject placed our department 38th in the world.

2 english.la.psu.edu/faculty-staff/specializations/visual-culture

3 The Journal of Modern Periodical Studies is published by Penn State Press under the co-editorship of Mark Morrisson, Head of English, with an international advisory board of literature and cultural studies faculty. Professor of English and Visual Culture Christopher Reed is on the international board of the journal Visual Culture in Britain.

4 Garrett Sullivan (English) co-curated two exhibitions at the Folger Shakespeare Library in Washington, D.C. Christopher Reed collaborated with Jonathan Abel (Asian Studies) to work with students to create Forging Alliances, an exhibition concerning post-War Japanese ceramics and prints at the Palmer (see gallery.arts.psu.edu/exhibits/show/palmer/alliances). Reed also co-curated the exhibition Rooms of their Own: The Bloomsbury Artists in American Collections, which toured six college/university museums including the Palmer. Abel and Reed published on exhibition and pedagogy (“The Utility of Aesthetics: Exhibition, Pedagogy, and Critical Questions for Postcolonialism,” Verge: Studies in Global Asias 1(2) Spring 2015). Stuart Selber, Director of
The primary objective of Penn State’s doctoral (Ph.D.) program in English is to prepare graduates for academic positions at colleges and universities. Our program equips students with the conceptual and methodological tools they will need for successful careers in the constantly evolving academic workplace, and credentials that training in ways -- such as the Teaching with Technology Certificate -- that are visible when our students enter the job market.

The proposed dual-title Ph.D. program in English and Visual Studies builds on existing strengths in the Department of English and strengthens our collaboration with faculty in other Ph.D.-granting units at Penn State, the library, and the Center for Humanities and Information, to offer our doctoral students a broader and truly multidisciplinary perspective on their studies, and to credential that work on a job market that is moving increasingly toward the visual.5

B. Program justification

1. The College context

This proposal for a dual-title Ph.D. program in Visual Studies contributes to the primary goal outlined in the College of the Liberal Arts 2014-19 strategic plan: “to sustain and broaden our national leadership in research and graduate education... by focusing on areas of strength and by expanding our dual-title Ph.D. offerings.” The proposed dual-title Ph.D. program will raise

Digital Education in the English Department, oversees courses leading to a Teaching with Technology Certificate.

5 For the period October 2013-February 2014, the search terms “film,” “digital,” “media,” and “visual” in the Modern Language Association job database yielded the following results: “film” 230; “digital” 175; “media” 160; “visual” 73. The same search for the period October 2014 to March 2015 produced the following results: “film” 212; “digital” 186; “media” 175; “visual” 84.
the profile and improve the quality of graduate education in the College of the Liberal Arts in straightforward ways. It will improve the quality of graduate education by enhancing or supplementing the various approaches to the graduate-level work in visual studies that have emerged at Penn State over the last several years. The university offers many resources for this work, but they currently exist in a loose array spread across various departments and other units, such as the library. The proposed collaboration will systematize these resources in the college, and organize them into a coherent field of study in which students can receive training and credentialing.

This dual-title Ph.D. proposal is cited in the English Department’s 2014-19 Strategic Plan as integral to our effort to meet the challenges presented by “developments in new media and digital technology in the humanities.” The proposed dual-title Ph.D. program in English and Visual Studies will attract new and highly qualified graduate students to our doctoral program, and create a new platform for grant writing and other forms of fund raising. It will allow our graduate students to plan a rigorous course of study drawing from a full range of multidisciplinary resources and it will create a structure through which to make more efficient use of those resources as departments and faculty coordinate their work in visual studies. And it will help recruit and retain top faculty in our department and other units.

2. Justification for the degree title

The degree title “Visual Studies” was chosen in consultation with representatives from the College of Arts and Architecture and the College of Communications to signify the distinctive breadth of this course of study, which is both distinct from existing programs at the university
and open to a wide range of collaborating units now and in the future. This degree will raise the
visibility of our existing graduate programs with a credential that will work to recruit strong
doctoral students and confer a crucial edge in the job market for our graduates.

C. Program objectives

The principal aim of the proposed dual-title Ph.D. in English and Visual Studies is to provide
graduate students in English the opportunity to formalize interdisciplinary components to their
graduate training that will enhance their scholarly work and increase their competitiveness on
the job market. It will do this by combining the resources of faculty, departments, and facilities
across colleges into a formal structure for training graduate students in the knowledge and
analysis evaluation of a wide range of visual culture, and production of forms scholarship and
pedagogy in visual formats. This training will cultivate breadth by pushing students to think
across conventional disciplines and domains of practice, and will ensure rigor derived from
exposure to a variety of top-notch scholars working in closely related historical and
methodological fields informed by a rich mixture of disciplinary and institutional perspectives
and resources. The quality and visibility of this program will attract ambitious graduate students
and credential them in a way that will contribute to our success in placement. Because top
scholars prize the opportunities for dynamic intellectual exchange associated with thriving
graduate programs and strong students, this proposed dual-title Ph.D. program will also help
Penn State recruit and retain top faculty across a variety of departments in the humanities.
The dual-title Ph.D. in Visual Studies comprises two core components: 1) historical and theoretical analysis of various forms of visual culture, their diverse sources, and their current manifestations; 2) historical and theoretical analysis of visual media in the information age, including the visual aspects of the digital humanities and the presentation of scholarship and teaching in visual media. A program-specific required course in each of these areas (described below) will ensure breadth of training for participating students. Together these components will offer students a sophisticated understanding of and ability to intervene in debates about visual culture and visuality in the world today.

D. Size of program and impact on course offerings and faculty load

The proposed dual-title Ph.D. in English and Visual Studies expects to enroll up to three students each year, drawn from the ranks of existing graduate students in English who have not yet passed their candidacy exams or from newly admitted students.

The two required seminars for the dual-title Ph.D. program (VSTUD 501 AND 502) will be taught by a core of graduate faculty as part of each faculty member’s commitment to teach graduate seminars on a rotating basis. English Department faculty Christopher Reed and Stuart Selber have already offered versions of these courses. There are also faculty in the Department of German and Slavic Languages and Literatures, the Department of Art History, and other departments that intend to participate in the Visual Studies dual-title Ph.D., who are interested in offering these classes. Elective courses contributing to the dual-title program in Visual Studies will be drawn from the many existing offerings across a range of departments as detailed in the proposal to the Graduate Council by the Graduate Program to establish a Dual-
E. Student recruitment and employment prospects

Every year, individual Penn State faculty members in English and the department as whole receive inquiries from prospective students asking about how our course offerings in Visual Studies can be applied toward a degree in that field. The dual-title Ph.D. in Visual Studies will improve our ability to recruit and retain graduate students with a program that coordinates and credentials their work in this field.

Students will enter the proposed program either from the ranks of existing graduate students in English who have not yet passed their candidacy exams or from students newly admitted to the department. Students of either type will have to declare their intention and secure permission to complete the dual-title program in accordance with the requirements detailed below. The program will be advertised on the English department web pages, as well as on the web pages of other units, including the Center for the Humanities and Information, and in the Graduate Degree Programs Bulletin. Professional meetings, conferences, and undergraduate programs in English and in Visual Studies will also be mined for recruitment opportunities.

Giving our graduates an edge on a job market in the humanities that is increasingly oriented toward visual media and issues of visuality is a fundamental rationale for this dual-title Ph.D. proposal. As detailed in the opening paragraphs, hundreds of job advertisements for scholars in the modern languages call for expertise in visual culture. The training and credentialing
proposed here will offer our graduate students real advantages when they apply for jobs in academia and beyond. Successful graduate placement will make our graduate program more attractive, improving our ability to recruit highly qualified graduate students in a cycle that will continue to strengthen the graduate program in English.

F. Costs and funding

Because the two required core seminars for the dual-title Ph.D. program will be taught as part of each faculty member’s commitment to teach graduate seminars on a rotating basis, these courses will not require new faculty lines. In addition to helping to staff these new core seminars, the English Department is supporting the Visual Studies program with four new graduate seminars that regularize courses that had been taught on an ad hoc basis. These are ENGL 555 Visualizing Gender, ENGL 556 Reading Film (cross-listed as COMM 556), ENGL 557 Authors and Artists, and ENGL/VSTUD 580 Comics and Graphic Novels. Other additional courses for the Visual Studies dual-title come from other departments. The Visual Studies dual-title program will encourage faculty with interest and expertise in visual studies to foreground visual material and approaches in their classes, and to continue to develop new course offerings with a significant visual component.

Ph.D. students in English should not require extra time or incur additional costs by participating in the Visual Studies dual-title program. Graduate students carrying a full-time course load typically accumulate more than the required number of courses for Ph.D. in English; with a minimum of planning, these extra courses can be devoted to the Visual Studies degree. The Department of English will continue to distribute its funding awards in accordance with its standing practices for duly admitted graduate students. Graduate assistantships available to
students in this program and other forms of student aid are described in the Student Aid section of the *Graduate Bulletin*. Students supported by funds from the English program will perform teaching and other academic duties determined by the English Department graduate officer. Advisers will help students select their courses in order to ensure that all degree requirements are satisfied in a timely manner.

Students will receive every available support from the graduate faculty to write grants to support their field research and other academic endeavors. Students will also be given every opportunity to participate in English faculty efforts to secure extramural funding. Such external funding secured by graduate faculty also may provide additional graduate financial support.

**II. List of New Courses**

**A. Core seminars**

The program will consist of two required courses – “Visual Culture Theory and History” and “Visual Studies in Digitality” -- and three elective courses.

**VSTUD 501 (3 crs) Visual Culture Theory and History.** The course examines foundational theoretical texts that have come to define Visual Culture as a historically delineated academic discipline. The goal is to examine the inter-disciplinary relationships that emerged with modern technologies, media, aesthetic agendas, and social relationships to produce Visual Culture as a field of study. This course will review the structuralist, semiotic, rhetorical, and technological approaches to understanding the relationship between word and image in modern media. These methods are applied to museum exhibitions, photography, film, fashion, and book arts as they developed in the twentieth century. These media will be examined in their specifically
modern context first as a specific outgrowth of industrial urban environments and then within post-industrial media networks. This course is a required seminar for the dual-title degree in Visual Studies. One core faculty member will be assigned to teach the seminar, but s/he may invite guest lecturers.

**VSTUD 502 (3 crs) Visual Studies in Digitality.** This course explores the theoretical, historical, and operational aspects of visual culture as they relate to production and consumption of information using digital technologies. Students will gain familiarity with theories of the visual nature of digital technology and the history of these technologies as they relate to humanistic disciplines and ideals of public pedagogy. This background will inform engagement with the tools of rhetorical analysis and critical media theory as students hone skills in critical literacy for digital media, including organizing scholarship and pedagogy for digital presentation and assessing such presentations with regard to both technical issues concerning the integration of the visual and the textual, and broader questions concerning the ideological, economic, and institutional effects of the digitization of learning. This course is a required seminar for the dual-title degree in Visual Studies. One core faculty member will be assigned to teach the seminar, but s/he may invite guest lecturers.

### III. Proposed Graduate Bulletin Copy

**English (ENGL)**

DEBRA HAWHEE, *Director of Graduate Studies*
136 Burrowes Building
814-863-3069; Fax: 814-863-7285
Degrees Conferred

Ph.D., M.A., M.F.A.

Dual-Title Ph.D. (English and African American and Diaspora Studies)

Dual-Title Ph.D. (English and Visual Studies)

Dual-Title M.A., Ph.D. (English and Women’s Studies)

Integrated B. A./ M. A. in English

The Graduate Faculty

Candidates for the M.A., M.F.A., and Ph.D. in English may choose from a variety of courses in English literature and language, rhetoric and composition, and theory/cultural studies. The M.F.A. in English helps prepare candidates for professional careers as writers of fiction, poetry, or nonfiction, or for careers in academia.

The department offers a strong college-level teacher-training program, and most graduate students in English have the opportunity to serve as teaching assistants. Students usually begin by teaching basic composition courses, but there are opportunities for advanced students to teach courses in business writing, technical writing, fiction writing, poetry writing, literature, and humanities, and to serve as tutors in the Writing Center.

Admission Requirements

Requirements listed in this section are in addition to general Graduate Council requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin. Applicants apply for admission to the program via the Graduate School application for admission.

Applicants should have a junior/senior grade-point average of 3.50 (on a 4.00 scale), although exceptions may be made for students with special backgrounds, abilities, and interests. Scores from the Graduate Record Examinations (GRE) Aptitude Tests (verbal and quantitative) are required for admission. Applicants must also submit three letters of recommendation, a writing sample indicating their ability to do analytical or original work, and a statement of their professional goals.

For admission, M.A. students should have strong backgrounds in English courses: 18 credits beyond freshman composition are a minimum, but the department prefers at least 24 credits.

For admission into the M.F.A. program, students must have a baccalaureate degree (with substantial work in English), a portfolio of publishable student writing, and the intention to pursue a career as a professional writer.
To be considered for the doctoral program, students must have completed an M.A. in English, M.F.A., or its equivalent. The records of potential students should indicate promise of superior work in doctoral study.

**Master's Degree Requirements**

Requirements listed here are in addition to requirements stated in the [DEGREE REQUIREMENTS](#) section of the *Graduate Bulletin*.

Candidates for the M.A. take at least 30 credits of course work, with a minimum of 18 credits of 500-level courses, including:

- ENGL 501 Materials and Methods of Research (3 cr.)
- 1 course in literary theory or rhetoric (3 cr.)
- 2 courses in literature in English prior to 1800 (6 cr.)
- 2 courses in literature in English after 1800 (6 cr.)
- 6 credits of ENGL 596 Individual Studies, in which students complete their culminating master's paper.

In addition, M.A. candidates must demonstrate reading knowledge of one of the following languages: French, German, Italian, Russian, Spanish, Latin, or Classical Greek. Other languages may be substituted with the approval of the Graduate Studies Committee.

**M.F.A. candidates are required to take 48 credits, distributed as follows:**

- 3 credits ENGL 501
- 12 credits in ENGL 512, ENGL 513, or ENGL 515, at least 9 of which must be in the student's area of specialization (ENGL 512, 513, and 515 can be repeated for credit)
- 12 credits in ENGL 596 for the final project, or at least 6 credits of ENGL 596 and 6 credits of English Department graduate seminars. Candidates will complete a book-length manuscript of publishable quality in their area of specialization.
- 9 credits in electives (400 or 500-level courses)
- 12 credits in literature at the 500-level

**Doctoral Degree Requirements**

Requirements listed here are in addition to requirements stated in the [DEGREE REQUIREMENTS](#) section of the *Graduate Bulletin*.

The Ph.D. degree does not require a specific number of credits although all candidates are required to have completed English 501 (or the equivalent), one course in rhetoric or theory, two courses in periods before 1800, and two in periods after 1800. With the help of departmental graduate advisers, students select a program of seminars or reading courses. To complete their programs, students must pass a Ph.D. candidacy examination and pass a
comprehensive examination (consisting of both written and oral components); and write a
doctoral dissertation. The dissertation must be accepted by the doctoral committee, the head
of the graduate program, and the Graduate School, and the student must pass a final oral
examination.

**Dual-Title Ph.D. in English and African American and Diaspora Studies**

**Admission Requirements**

Students must apply and be admitted to the graduate program in English and the Graduate
School before they can apply for admission to the dual-title degree program. After admission to
their primary program, students must apply for admission to and meet the admissions
requirements of the African American and Diaspora Studies dual-title program. Refer to the
Admission Requirements section of the [African American and Diaspora Studies Bulletin page](#).
Doctoral students must be admitted into the dual-title degree program in African American and
Diaspora Studies prior to obtaining candidacy in their primary graduate program.

In addition to the admission requirements set forth by the Graduate Council and the
Department of English, students will be admitted to the dual-title degree program in African
American and Diaspora Studies by an admissions committee of African American and Diaspora
Studies faculty. Students enrolled in the English Department can apply for admission to the
dual-title degree prior to taking the candidacy exam.

**Degree Requirements**

To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D.
in English, listed above. In addition, students must complete the degree requirements for the
dual-title in African American and Diaspora Studies, listed on the [African American and
Diaspora Studies Bulletin page](#).

**Foreign Language Requirements**

As required by the Department of English, students must demonstrate reading proficiency in at
least one foreign language no later than the third semester of residency (not including summer
semester).

**Candidacy**

The dual-title field must be fully integrated into the candidacy exam for the doctoral program.
The candidacy examination committee for the dual-title Ph.D. degree will be composed of
Graduate Faculty from English and must include at least one Graduate Faculty member from
the African American and Diaspora Studies program. Faculty members who hold appointments
in both programs’ Graduate Faculty may serve in a combined role. In addition, candidates for
the dual-title Ph.D. in African American and Diaspora Studies will be required to present to their
committee a portfolio of work in African American and Diaspora Studies which includes a statement of the student’s interdisciplinary research interests, a program plan, and samples of writing that indicate the student’s interest in questions taken up by scholars of African American and Diaspora Studies.

Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

**Doctoral Committee Composition**

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of an English and African American and Diaspora Studies dual-title Ph.D. student must include at least one member of the African American and Diaspora Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the committee representing English is not also a member of the Graduate Faculty in African American and Diaspora Studies, then the committee member representing African American and Diaspora Studies must be appointed as co-chair.

**Comprehensive Exam**

The African American and Diaspora Studies Graduate Faculty member on the student’s doctoral committee is responsible for developing and administering the African American and Diaspora Studies portion of the student’s comprehensive exam. The exam must incorporate written and oral components in African American and Diaspora Studies based on the student’s thematic or regional area of interest and specialization in African American and Diaspora Studies. The African American and Diaspora Studies portion of the exam will include the following components: broad history of the field, contemporary theory and debates, and either sexual and gender politics or a topic related to the student’s specific area of interest.

**Dissertation and Final Oral Examination**

The candidate must complete a dissertation on a topic that reflects their original research and education in both English and African American and Diaspora Studies. In order to earn the dual-title Ph.D. degree, the dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination.

**Dual-Title Ph.D. in English and Visual Studies**

**Admission Requirements**

Students must apply and be admitted to the graduate program in English and the Graduate
School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Visual Studies dual-title program. Refer to the Admission Requirements section of the Visual Studies Bulletin page. Doctoral students must be admitted into the dual-title degree program in Visual Studies prior to obtaining candidacy in their primary graduate program.

**Degree Requirements**
To qualify for the dual-title degree, students must satisfy the degree requirements for the Ph.D. in English, listed above. In addition, students must complete the degree requirements for the dual-title in Visual Studies, listed on the Visual Studies Bulletin page.

**Foreign Language Requirements**
As required by the Department of English, students must demonstrate reading proficiency in at least one foreign language no later than the third semester of residency (not including summer semester).

**Candidacy**
The dual-title field will be fully integrated into the candidacy exam for the doctoral program. The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from English and must include at least one Graduate Faculty member from the Visual Studies program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. In addition, candidates for the dual-title Ph.D. in Visual Studies will be required to present to their committee a portfolio of work in Visual Studies, including a statement of the student’s interdisciplinary research interests, a program plan, and samples of writing that indicate the student’s interest in questions related to the Visual Studies.

Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

**Doctoral Committee Composition**
In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of an English and Visual Studies dual-title Ph.D. student must include at least one member of the Visual Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the committee chair does not represent Visual Studies, the committee member representing Visual Studies must be appointed as co-chair.
Comprehensive Exam
The Visual Studies Graduate Faculty member on the student's committee is responsible for developing and administering the Visual Studies portion of the student's comprehensive exam. The exam must incorporate components addressing Visual Studies based on the student's areas of interest and specialization in the Visual Studies.

Dissertation
The candidate must complete a dissertation on a topic that reflects his or her original research and education in both English and in Visual Studies in order to earn the dual-title Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School, and the student must pass a final oral examination.

Dual-Title M.A. and Ph.D. in Women’s Studies

Admissions Requirements
Students must apply and be admitted to the graduate program in English and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Women’s Studies dual-title program. Refer to the Admission Requirements section of the Women's Studies Bulletin page. Doctoral students must be admitted into the dual-title degree program in Women’s Studies prior to obtaining candidacy in their primary graduate program.

Degree Requirements
To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in English, listed above. In addition, students must complete the degree requirements for the dual-title in Women’s Studies, listed on the Women’s Studies Bulletin page.

The candidacy examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from English and must include at least one Graduate Faculty member from the Women’s Studies program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single candidacy examination, containing elements of both English and Women’s Studies. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the candidacy examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of and English and Women’s Studies dual-title Ph.D. student must include at least two members of the Women’s Studies Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in Women’s Studies, a
member of the committee representing Women’s Studies must be appointed as co-chair. The Women’s Studies representative on the student’s doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in English and Women’s Studies. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

**Integrated Undergraduate-Graduate (B.A. /M.A.) Program**
The English B.A./M.A. Integrated Undergraduate Degree Program (ENGL IUG) is a five-year program designed for highly-qualified and motivated students seeking to improve their writing skills significantly. The integrated B.A./M.A. degree offers talented undergraduates a chance to acquire both a B.A. in English and an M.A. in English in five years of study. The first two years of undergraduate course work include the University General Education and Liberal Arts requirements in addition to introductory course work in the English major. Students typically will apply to the B.A./M.A. during their 5th or 6th semester and begin graduate studies in their fourth year. In the third year students are expected to take upper-level course work in English in literature, rhetoric, or creative writing. In the fourth year, students will complete the capstone course for the English major, English 487W, and enroll exclusively in 400-level and graduate-level courses in creative writing. The fifth and final year of the integrated program consists entirely of graduate-level seminars. The program culminates with the submission of a master’s paper that consists of the best creative work that the student has produced in his or her primary creative genre—either poetry or prose, and includes a scholarly research component.

**Time of Admission to the Program**
Students shall be admitted to the English IUG program no earlier than the beginning of the third semester of undergraduate study at Penn State (regardless of transfer or AP credits accumulated prior to enrollment) and no later than the end of the second week of the semester preceding the semester of expected conferral of the undergraduate degree, as specified in the proposed IUG plan of study.

Application to the English IUG would typically occur in the junior year after a student has completed 60 credits, enrolled in the English major, and completed two English courses in creative writing.

**Admission Requirements**
Students must apply to and meet [admission requirements of the Graduate School](#), as well as the admission requirements for the M.A. in English, listed above. Admission requirements listed here are in addition to requirements stated in the [GENERAL INFORMATION](#) section of the [Graduate Bulletin](#).
Admission to the integrated B.A./M.A. program will be based on the submission of a portfolio of creative work and a plan of study to the department’s Director of Graduate Studies (DGS) and the Director of the B.A./M.A. program. Applications typically will be filed during the 5th or 6th semesters of study, and applicants must have achieved a minimum of 60 credits and a 3.3 overall GPA and 3.6 GPA in English to begin the program. The English DGS will ensure that the applicant meets the minimum credit and GPA requirements for the program. The Director of the B.A./M.A. program will evaluate the quality of the student’s creative work and the applicant’s plan for fulfilling the requirements of the M.A. in English. The Director of the B.A./M.A. program, in consultation with the Creative Writing faculty, will have final approval for what constitutes an acceptable level of creative work and an acceptable plan for the completion of the M.A.

The application procedure requires submission of the following:

A. Support letters from faculty and administrators (addressed to the department’s Director of Graduate Studies and the Director of the B.A./M.A. program)
B. A personal statement
C. Portfolio of creative work
D. A Plan of Study
E. A transcript and degree audit printed from the student information system
F. A current resume or curriculum vita
G. A copy of the completed online Graduate School Application (GRE scores are not required).

Plan of Study and Advising

Prior to the application process, students should communicate their intent to enroll in the IUG to the English B.A. adviser and the Director of the B.A./M.A. program. The Director of the B.A./M.A. will help each student identify an appropriate series of English courses to properly prepare each student for the 500-level M.A. workshops and 500-level literature courses.

Students will be expected to maintain a minimum overall GPA of 3.3 for all undergraduate course work and a GPA of 3.6 in English (ENGL) courses throughout the IUG program of study. Failure to do so will result in the student being advised that he/she must regain a GPA of 3.3 within one semester. If the GPA is not 3.3 or higher in general undergraduate course work and 3.6 or higher in English course work after that term, the student will be dropped from the IUG.

Each student enrolled in the B.A./M.A. will meet at the beginning of each term with the Director of the B.A./M.A. to discuss his or her progress through the M.A. degree and to make sure that he or she is following the plan established upon his or her admission to the B.A./M.A. program.

If the student decides not to continue on in the IUG, the student may, contingent on fulfilling all other requirements for the BA in English, graduate with a B.A. in English.

Degree Requirements

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below. Degree requirements for the B.A. in English
are listed in the Undergraduate Bulletin. Degree requirements for the M.A. degree are listed in the Master’s Degree Requirements section above. Up to 12 credits may be double-counted towards the degree requirements for both the graduate and undergraduate degrees; a minimum of 50% of the double-counted courses must be at the 500 or 800 level. Credits associated with the culminating experience for the graduate degree cannot be double-counted. The courses that are eligible to double count for both degrees are: ENGL 412 (3 cr.), ENGL 413 (3 cr.), ENGL 415 (3 cr.), ENGL 512 (3 cr.), ENGL 513 (3 cr.), and ENGL 515 (3 cr.).

**Student Aid for English Graduate Students**

Graduate assistantships available to students in this program and other forms of student aid are described in the STUDENT AID section of the Graduate Bulletin. Student on graduate assistantships must adhere to the course load limits set forth in the Graduate Bulletin. In addition to the fellowships, traineeships, graduate assistantships, and other forms of financial aid described in the STUDENT AID section of the Graduate Bulletin, the following awards typically have been available to graduate students in English graduate programs:

**EDWIN ERLE SPARKS FELLOWSHIPS IN THE HUMANITIES (8)**

Available to beginning and continuing graduate students in one of the following graduate programs: Comparative Literature, English, French, German, History, Linguistics, Philosophy, Spanish, and Speech Communication; stipend $12,560 plus waiver of tuition. Apply to department before February 1.

**KATEY LEHMAN FELLOWSHIP**

Provides approximately $13,000 plus tuition for a year’s study in poetry or fiction writing leading toward the B.A./M.A. in English or the M.F.A. in English. The Lehman Fellow will teach one course during the fellowship year. Fellowship holders are eligible for graduate assistantships with a similar stipend and tuition grant during the second year of study.

**WILMA EBBITT AWARD**

Funding to support research in rhetoric. Number and amount of awards to be determined.

**BEN EUWEMA MEMORIAL SCHOLARSHIP**

Travel funding for graduate degree candidates; consideration will be given to all currently enrolled graduate students in English. Preference will be given to students at the Ph.D. thesis stage, particularly those who need to travel to complete their research; number of awards and amount of each will be determined each year.
FOLGER INSTITUTE FELLOWSHIPS

Penn State is a member of the Folger Institute of Renaissance and Eighteenth-Century Studies. Graduate students in English are eligible for Folger Institute Fellowship to study in seminars and workshops at the Folger Library, Washington, D.C.

PHILIP YOUNG MEMORIAL AWARD

Funding to support research in American Literature. Number and amount of awards will be determined.

Courses

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

ENGLISH (ENGL) course list
IV. Affected Departments and Programs
In the process of creating the proposal to establish a Dual-Title Ph.D. Program in Visual Studies, five graduate programs in the College of the Liberal Arts -- Comparative Literature; English; French and Francophone Studies; German and Slavic Languages; and Spanish, Italian, and Portuguese, English – and the Department of Art History submitted letters assuring their participation as partners with the Visual Studies dual-title degree. The Ph.D. program in Art Education is also considering a partnership. That proposal was the outcome of over two years of consultation, and the English Department stands ready to cooperate with these and any other interested units to maximize the rigor and breadth of this dual-title program.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: Liberal Arts
Department or Instructional Area: Department of Germanic and Slavic Languages and Literatures

New Graduate Program, Option, or Minor: [ ] Add

Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:

Designation of new graduate option:

Designation of new graduate minor:

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Existing Graduate Program Option, or Minor: [ ] Change [ ] Drop

Current designation of graduate program: PhD in German

Current designation of graduate option:

Current designation of graduate minor:

New designation of existing graduate program (if changing): Dual-title PhD in German and Visual Studies

New designation of existing graduate option (if changing):

New designation of existing graduate minor (if changing):

Brief description of the change (if not noted above): Drop two options - Literature and Culture (LTCT) and Applied Linguistics (APPLNG)

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Submitted by Graduate Program Head

Thomas O. Beebee
Printed name
Signature

Date: 10 August 2015

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:

Lise Nelson
Printed name
Signature

Date: 8/26/2015

Approved by College/School Dean/Chancellor (or Designee):

Eric Silver
Printed name
Signature

Date: 8/28/15
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A proposal to the Graduate Council by the Graduate Program in the Department of Germanic and Slavic Languages and Literatures to Adopt the Dual-Title Graduate Degree Program in Visual Studies

January 23, 2017

Professor Thomas Beebee, Head, tob@psu.edu
I. Program Justification and Objectives

A. The departmental and interdepartmental context

The German doctoral program of the Department of Germanic and Slavic Languages and Literatures offers students intensive concentration in German literature and culture or in German linguistics and applied linguistics. The proposed dual-degree program would allow German doctoral students the option of earning a title for their specialization and training in Visual Studies. Many of the leading publications in German Studies focus specifically on visual representation. The Visual Culture Network has become a vital component of the annual German Studies Association convention. The next generation of German scholars at leading American universities are being trained with an integrated understanding of all media forms, so that literature no longer stands alone as the sole bearer of culture, instead German Studies combines disparate forms without hierarchies between autonomous art and popular, text and image. At Penn State, all the German culture faculty are active scholars in Visual Studies and have as a group published extensively in the field, including such topics as advertising, cinema, photography, fashion, book history, and architecture, as well as on the relationship
between word and image in traditional print and digital media. The proposed dual-title Ph.D. program in German and Visual Studies builds on existing strengths in the department and extends our collaboration with faculty in other Ph.D.-granting units at Penn State, the library, and the Center for Humanities and Information, in order to offer our doctoral students a broader and truly multidisciplinary perspective on their studies, and to provide a credential that will impress on a job market that is moving increasingly toward the visual.¹ By creating a dual Visual Studies doctorate, Penn State will take a leading position within the field of German Studies.

B. Program justification

1. The College context

This proposal for a dual-title Ph.D. program in Visual Studies contributes to the primary goal outlined in the College of the Liberal Arts 2014-19 strategic plan: “to sustain and broaden our national leadership in research and graduate education... by focusing on areas of strength and by expanding our dual-title PhD offerings.” The proposed dual-

¹ For the period October 2013-February 2014, the search terms “film,” “digital,” “media,” and “visual” in the Modern Language Association job database yielded the following results: “film” 230; “digital” 175; “media” 160; “visual” 73. The same search for the period October 2014 to March 2015 produced the following results: “film” 212; “digital” 186; “media” 175; “visual” 84.
The dual-title Ph.D. program will raise the profile and improve the quality of graduate education in the College of the Liberal Arts in straightforward ways. It will improve the quality of graduate education by enhancing or supplementing the various approaches to the graduate-level work in visual studies that have emerged at Penn State over the last several years. The university offers many resources for this work, but they currently exist in a loose array spread across various departments and other units, such as the library. The proposed collaboration will systematize these resources in the college, and organize them into a coherent field of study in which students can receive training and credentialing.

This dual-title Ph.D. proposal is also part of the German Department’s 2014-19 Strategic Plan inasmuch as it is a means of building on the current faculty’s research strengths. The proposed dual-title Ph.D. program in German and Visual Studies will attract new and highly qualified graduate students to our doctoral program, and it will create a new platform for grant-writing and other forms of fund-raising. It will allow our graduate students to plan a rigorous course of study drawing from a full range of multidisciplinary resources, and it will enable a structure to make more efficient use of those resources as
departments and faculty coordinate their work in visual studies. The Visual Studies degree builds on recent faculty hires, such as Sabine Doran, whose research and instruction focus on the history and critical theory of visual images within modern German culture, as well as reinforcing the research interests of other faculty, such as Daniel Purdy (fashion, architecture), Samuel Frederick (cinema), and Thomas Beebee (critical cartography). The dual degree will provide a formal framework for the faculty’s long-standing interdisciplinary research and instruction on the history of German cinema, architecture, consumer culture, and urbanism. The German department has had considerable success placing its graduates from the German and Language Science dual degree program in academic positions, we intend to use this experience in implementing the Visual Studies program as well.

2. Justification for the degree title

The degree title, “Visual Studies” was chosen in consultation with representatives from the College of Liberal Arts, the College of Arts and Architecture, and the College of Communications to signify the critical methodology of this course of study, which is both distinct from existing programs at the university and open to a wide
range of collaborating units now and in the future. The term “Visual Studies” underscores that all modern discourses are saturated with pictures, making it necessary for any student of German history to have a critical understanding of how images have been deployed to organized cultural meaning. This degree will raise the visibility of our existing graduate programs with a credential that will entice strong doctoral applicants and confer a crucial edge in the job market for our graduates.

C. Program objectives

The dual-degree in German and Visual Studies will provide a formal structure for courses already offered within the German PhD program, while allowing them to work with faculty in other departments. The interdisciplinary structure will allow students to advance their research in such a way that they will become more competitive in the academic job market. The dual degree provides students with the foundation to flexibly adjust their future teaching skills to address the expanding range of media-focused courses taught in American German departments. New German PhDs need to adapt quickly to the new media environment of American undergraduate education. For a small department,
such interdisciplinarity is vital so that graduate students learn a wide range of theoretical and analytical methods of research into visual media. The dual degree program will allow students to draw from faculty across the Liberal Arts college. Finally, the range of courses offered by the dual-degree program will allow the German PhD program to recruit more high-quality applicants.

German universities typically have very large, free-standing departments of media studies because Germany has a long-standing tradition of media theory, including both the realm of book history, as well as more modern media technologies. The Penn State German dual-degree program will include two elements: The first entails a theoretical and historical analysis of visual representations in culture in the broadest sense, everything from the history of printing since Johannes Gutenberg to modernist avant-garde experiments; the second involves a specific concentration on visual representations within digital media of the information age, specifically as they relate to the newly emerging forms of research and teaching in the digital humanities. The interdepartmental course offerings will enable students to pursue both these components within their German dissertation topics. The program will allow students to learn specifically about German media theory
and history as it applies to research and teaching in the American academic environment. We wish to empower graduate students to participate in debates about visual culture and digital media, both within the U.S. and internationally.

D. Size of program and impact on course offerings and faculty load

The proposed dual-title Ph.D. in German and Visual Studies expects to enroll up to 2 students each year, drawn from the ranks of existing graduate students in the culture side of the German PhD program.

The two required seminars for the dual-title Ph.D. program, VSTUD 501 (Visual Culture Theory and History) and VSTUD 502 (Visual Studies in Digitality), will be taught on a rotation by core graduate faculty (drawn from both the German department and in other Liberal Arts departments) as part of their commitment to teach in the Visual Studies program. German department faculty members regularly teach graduate seminars related to Visual Studies. Most of our graduate courses already have a Visual Studies orientation. These courses will be formally listed as electives within the Visual Studies dual degree. In the last year, we have undertaken to convert these courses from 597-status to permanent entries in the Graduate Bulletin. Students will
also be allowed to take Visual Studies courses listed in other departments within the dual degree program.

E. Student recruitment and employment prospects

The dual-title Ph.D. in Visual Studies will improve our ability to recruit graduate students by providing a formal structure within the German department for these interdisciplinary courses. Students will enter the proposed program from the ranks of existing German graduate students. Students of either type will have to declare their intention and secure permission to complete the dual-title program in accordance with the requirements detailed below.

F. Costs and funding

Because the two required core seminars for the dual-title Ph.D. program will be taught as part of each faculty member’s commitment to teach graduate seminars on a rotating basis, these courses will not require new faculty lines. The existing graduate-level courses in visual studies in German Graduate Bulletin (see current list of course under review, page 9-10), German electives at the 590-level, and in other departments will ensure a curriculum and make more efficient use of existing
resources. While the value added in any dual-title program may require some students to take additional time to complete their degrees, they will not incur additional costs by participating in the program. The German Department will distribute its funding awards in accordance with its standing practices for duly admitted graduate students.

Students will receive every available support from the graduate faculty to write grants to support their field research and other academic endeavors. Students will also be given every opportunity to participate in German faculty efforts to secure extramural funding. Such external funding secured by graduate faculty also may provide additional graduate financial support.

II. List of New Courses

A. Core seminars

The program will consist of two required courses – “Visual Culture Theory and History” and “Visual Studies in Digitality” -- and three elective courses.

**VSTUD 501 (3 crs) Visual Culture Theory and History.** The course examines foundational theoretical texts that have come to define Visual Studies as a historically delineated academic discipline. The goal is to examine the inter-
disciplinary relationships that emerged with modern
technologies, media, aesthetic agendas, and social
relationships to produce Visual Studies as a field of study.
This course will review the structuralist, semiotic,
rhetorical, and technological approaches to understanding
the relationship between word and image in modern media.
These methods are applied to museum exhibitions,
photography, film, fashion, and book arts as they developed
in the twentieth century. These media will be examined in
their specifically modern context first as a specific
outgrowth of industrial urban environments and then within
post-industrial media networks. The course elucidates the
development of Visual Studies as distinct from other
academic fields. Students will be taught methods that
allow them to develop interdisciplinary research projects
in their home departments. This course is a required
seminar for the dual-title degree in Visual Studies. One
core faculty member will be assigned to teach the seminar,
but s/he may invite guest lecturers.

**VSTUD 502 (3 crs) Visual Studies in Digitality.** This course
explores the theoretical, historical, and operational
aspects of visual studies as they relate to production and
consumption of information using digital technologies.
Students will gain familiarity with theories of the visual nature of digital technology and the history of these technologies as they relate to humanistic disciplines and ideals of public pedagogy. This background will inform engagement with the tools of rhetorical analysis and critical media theory as students hone skills in critical literacy for digital media, including organizing scholarship and pedagogy for digital presentation and assessing such presentations with regard to both technical issues concerning the integration of the visual and the textual, and broader questions concerning the ideological, economic, and institutional effects of the digitization of learning. This course is a required seminar for the dual-title degree in Visual Studies. One core faculty member will be assigned to teach the seminar, but s/he may invite guest lecturers.

B, German Electives

Over the last year, the German Department has pursued the process of transferring its Visual Studies electives from 597-status to become permanent entries in the Graduate Seminars. The following two courses have been approved:

**GER 530 The Frankfurt School and the Politics of Visual Aesthetics**,
This course provides an historical survey of the Frankfurt School’s theories describing the aesthetic, psychological, and social significance of visual images in defining the experience of modern consumer culture, as well as the media processes inherent in creating visual experiences.

GER 532 Visual Holocaust

This seminar studies representations of the Holocaust in art, museums, literature, and film. Students will examine theoretical questions involved in any attempt to capture what appears to be beyond our comprehension in terms of moral outrage and the sheer scale, inhumanity, and bureaucratic efficiency of the violence perpetrated by the Nazis. They will focus on the ways in which "trauma" has become a key analytical concept in these debates. The class will discuss literary works, as well as films, photographs, poems, installations, and other artifacts. The class will also confront questions of memorialization, national guilt, survivor's guilt, stigmatization, and the ethics of historical representation in theoretical readings.

The following course is in the approval pipeline:

GER 534 History of German Photography and Film

This course will examine the history, theory, and practice of German photographic and moving picture technology from its origins to the digital age. The course will be structured around important innovations in visual technology. The aim is to provide an historical overview of visual culture in which the radical shifts inaugurated by new technologies are examined in terms of their aesthetic, philosophical, and political impact. These shifts have been examined by important German theoreticians of visual studies.

III. Dual-Title Degree in German and Visual Studies

Requirements
A. Degrees conferred

Students electing this program through the Department of Germanic and Slavic Languages and Literatures, with the collaboration and support of the faculty in the Visual Studies program, would earn a degree with a dual-title at the doctoral level in German and Visual Studies. A graduate student obtaining this dual degree would have skills and knowledge to bring the methods and theories of Visual Studies and digital media to bear on the investigation of German literature, film, art, and popular culture.

B Program Description

A dual-title degree in German and Visual Studies will prepare students to combine the theoretical and methodological approaches of several disciplines in order to contribute to research in the rapidly advancing field of Visual Studies. This inherently interdisciplinary field draws on German Studies, cinema studies, digital humanities, art history, architecture, media theory, and literary criticism, along with other disciplines. Visual Studies interdisciplinary education will empower students to work with colleagues across traditional Liberal Arts departments.
C. Admission Requirements

Requirements for Applicants who are New to Penn State University

Students must have applied and been admitted to the German Ph.D. program before applying to enter the Visual Studies dual-degree program. Their personal statements in the German graduate application may reflect their interest in Visual Studies as well. Funding and assistantships for German graduate students pursuing a dual degree in Visual Studies remains the responsibility of the Department of Germanic and Slavic Languages and Literatures.

Requirements for Students Currently Enrolled in a Co-operating Graduate Program at Penn State University

With the approval of the Director of Graduate Studies in the German department, students may apply to the Visual Studies program within the first two semesters after having been admitted to the Penn State University German Ph.D. program.

Students already enrolled in the German graduate program may apply by submitting the following to the Visual Studies Advisory Committee:

- A copy of their Graduate School Application which was originally submitted to your home department
• Official Transcripts from all previous coursework
  (Photocopies of transcripts sent from the home department are acceptable)
• Official GRE scores (Photocopies of GRE scores sent from the home department are acceptable)
• A writing sample
• A personal statement that describes how the dual degree program fits with their scholarly interests
1 letter of recommendation from a Visual Studies faculty member at Penn State

D. Ph.D. Requirements

In addition to the requirements for a doctorate in German Literature and Culture, the minimum course requirements for this dual-title Ph.D. degree are as follows: 15 credits of coursework related to Visual Studies, all at the 500 level or above. Of these 15 credits, 6 must come from the two required core courses in the Visual Studies program: VSTUD 501 “Visual Culture Theory and History” and VSTUD 502 “Visual Studies in Digitality.” Students must also take 9 elective credits from courses approved by the Visual Studies Advisory Committee. In order to promote interdisciplinary, at least 3 of these credits must be
from a department or program outside the student’s home college, department, or program. Students may complete the courses contributing to the Visual Studies degree in any sequence.

Course work
The minimum course requirements for this dual-title Ph.D. degree are as follows:

- 15 credits of course work related to Visual Studies, all at the 500- or 800-level. In certain circumstances, a 400-level course may substituted with the approval of the Director of the dual-title degree program in Visual Studies and the student’s advisor. Such approval must be granted in writing before the course is taken and require work supplementing the syllabus, such as a culminating research paper. Of the 15 credits required for the Visual Studies degree, 6 must come from the two required core courses in the Visual Studies program: VSTUD 501 “Visual Culture Theory and History” and VSTUD 502 “Visual Studies in Digitality.”

- Students must also take 9 elective credits from courses approved by the Visual Studies Academic Advisory Committee. In order to promote interdisciplinarity, at least 3 of these credits must
be from a college, department, or program outside the student’s home department or program. Students may complete the courses contributing to the Visual Studies degree in any sequence.

The Director of the dual-title degree program in Visual Studies, with the support of the Graduate Staff Assistant in the English Department, will maintain a comprehensive list of approved elective courses, which will be made available to students to ensure they are cognizant of course offerings outside their home program or department.

E. Doctoral Committee Composition

As with all dissertations, the doctoral committee for a dual-title doctoral degree student must include a minimum of four faculty members, i.e., a chair and at least three additional professors, all of whom must be members of the Graduate Faculty. For the dual-title Visual Studies Ph.D. degree, at least one member of the committee must be drawn from the Advisory Committee of the Visual Studies program or from program faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the committee chair does not represent Visual Studies, the committee member representing
Visual Studies must be appointed as co-chair. The dual-title representative to the committee may also serve as this Outside Field Member.

**F. Candidacy Exam**

The dual-title field will be fully integrated into the candidacy exam for the doctoral program. For the dual-title Visual Studies Ph.D. degree, at least one member of the committee must be drawn from the Advisory Committee of the Visual Studies program or from the roster of program faculty. If the committee chair does not represent Visual Studies, the committee member representing Visual Studies must be appointed as co-chair. Students interested in the Visual Studies dual degree are encouraged to incorporate their interest and agenda for further study in the field into the candidacy paper. If the paper for the candidacy exam does not directly address a Visual Studies topic, candidates for the dual-title Ph.D. in Visual Studies will be asked to present to their committee a portfolio of work in Visual Studies, including a statement of the student’s interdisciplinary research interests, a plan of study, and samples of writing that indicate the student’s interest in questions related to the Visual Studies.
G. Comprehensive Exam

After completion of required course work, doctoral candidates for the dual-title doctoral degree must pass a comprehensive examination. The Visual Studies graduate faculty member on the student's committee is responsible for developing and administering the Visual Studies portion of the student's comprehensive exams. The reading list for the exam shall be based on the student’s research in Visual Studies. This portion of the exam will address, in a broad and comprehensive manner, the theoretical and historical foundations of the student’s research into visual representation.

H. Dissertation

The candidate must complete a dissertation and pass a final oral defense of that dissertation on a topic that reflects their original research and education in both German culture and in Visual Studies in order to earn the dual-title Ph.D. degree.
Graduate Council
Program, Option, or Minor Proposal Form

Submit 1 original, signed Graduate Council proposal form and 2 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building, University Park. The proposals will be transmitted to the Office of the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

The Program Proposal Procedures provide guidance for the development of a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this Graduate Council proposal form, contact the Office of the Dean of the Graduate School.

College/School: Smeal College of Business
Department or Instructional Area: Professional Graduate Programs

New Graduate Program, Option, or Minor: □ Add
Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Existing Graduate Program Option, or Minor: [ ] Change □ Drop
Current designation of graduate program: MPS Management and Organizational Leadership
Current designation of graduate option:
Current designation of graduate minor:
New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):
Brief description of the change (if not noted above):

Indicate effective semester:
[ ] First semester following approval
[ ] Second semester following approval

Submitted by Graduate Program Head
Brian Cameron
Printed name
Signature
Date: 10/31/16

Noted by College/School Representative to Graduate Council Subcommittee on New and Revised Programs and Courses:
Arvind Rangaswamy
Printed name
Signature
Date: 10/31/16

Approved by College/School Dean/Chancellor (or Designee):
Charles Whiteman
Printed name
Signature
Date: 10/31/16
Recommended by Chair, Graduate Council Subcommittee on New and Revised Programs and Courses:

On Behalf of John Challis
Printed name
Signature
Date: 4/26/2017

Recommended by Chair, Graduate Council Committee on Programs and Courses:

On Behalf of M. Kathleen Heid
Printed name
Signature
Date: 4/26/2017

Noted by Dean of the Graduate School:

On Behalf of Regina Vasilatos-Younken
Printed name
Signature
Date: 4/26/2017
PROGRAM CHANGE —
MASTER OF PROFESSIONAL STUDIES IN MANAGEMENT AND
ORGANIZATIONAL LEADERSHIP

THE PENNSYLVANIA STATE UNIVERSITY — Smeal College of Business
DR. BRIAN CAMERON — ASSOCIATE DEAN OF PROFESSIONAL GRADUATE EDUCATION,
MPS IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP PROGRAM FACULTY
DIRECTOR
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Introduction

The MPS in Management and Organizational Leadership (MOL) was formally approved in the spring of 2016. This degree is designed as an early career accelerator degree done as a one-year program. This early career degree is primarily targeted at STEM graduates from Penn State and other schools within 18 months of graduation. The design of the degree, for the most part, mirrors the first year core of the Smeal resident MBA program. It has always been the intent of the design committee to reflect in MOL design any changes to the Smeal resident MBA core curriculum. This mirroring of the core curriculum of the two programs is done in response to the findings of the market study for the MOL program. This study found that the needs of the target audience for the MOL program very closely matched the core content of the Smeal resident MBA program. This mirroring of the core curriculum also provides for great synergies in teaching resources and student services. At the time the MOL was in the approval process, the resident Smeal MBA program curriculum was undergoing a program review. At that time, it was not known if any changes would be made to the resident MBA core curriculum. If any changes were recommended and approved by the resident MBA program review committee, a program change to the MOL would be needed to reflect the changes to the MBA core curriculum.

After considering many options for changing the Smeal resident MBA program, the program review committee decided against recommending wholesale changes in the program, opting instead for incremental changes which they believed had a good chance of meeting the following committee objectives for the resident MBA program:

- Increase student satisfaction
- Maintain senior faculty involvement in the program
- Increase or maintain rankings
- Improve learning opportunities
- Reduce credits per semester to meet Graduate Council policy

This program change proposal reflects the recommended changes to the resident MBA core curriculum in order to keep the MOL core curriculum up-to-date and consistent with the resident MBA core curriculum.

A. Curriculum

The current Masters of Management and Organizational Leadership curriculum is based on the previous design and sequencing of the core resident MBA curriculum:

Required Courses (32 cr.)

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 500</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>B A 501</td>
<td>Management</td>
<td>2</td>
</tr>
</tbody>
</table>
Current Pattern of Course Scheduling for the M.P.S./Master of Professional Studies in Management and Organizational Leadership program

The following is an example schedule of classes and other events required for completion of the degree. The degree requires two semesters of full-time study with one starting point in the Fall semester. Each semester consists of two half-semester modules.

### Fall Semester

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B A 517</td>
<td>Communication Skills for Leaders</td>
<td>1</td>
</tr>
<tr>
<td>B A 501</td>
<td>Management</td>
<td>2</td>
</tr>
<tr>
<td>B A 515</td>
<td>Statistics</td>
<td>2</td>
</tr>
<tr>
<td>B A 502</td>
<td>Team Process &amp; Performance</td>
<td>1</td>
</tr>
<tr>
<td>MODULE II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B A 517</td>
<td>Communication Skills for Leaders</td>
<td>1</td>
</tr>
<tr>
<td>B A 512</td>
<td>Risk and Decisions</td>
<td>2</td>
</tr>
<tr>
<td>B A 500</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>B A 533</td>
<td>Economics for Managers</td>
<td>2</td>
</tr>
<tr>
<td>B A 531</td>
<td>Finance</td>
<td>2</td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B A 517</td>
<td>Communication Skills for Leaders</td>
<td>1</td>
</tr>
<tr>
<td>Number</td>
<td>Name</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>B A 510</td>
<td>Supply Chain &amp; Operations</td>
<td>2</td>
</tr>
<tr>
<td>B A 511</td>
<td>Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>B A 532</td>
<td>Global Business Environment</td>
<td>1</td>
</tr>
<tr>
<td>B A 535</td>
<td>Global Perspectives</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 521</td>
<td>Complex Negotiations</td>
<td>1</td>
</tr>
</tbody>
</table>

**MODULE IV**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 517</td>
<td>Communication Skills for Leaders</td>
<td>1</td>
</tr>
<tr>
<td>B A 521</td>
<td>Managerial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>B A 504</td>
<td>Ethical Leadership</td>
<td>2</td>
</tr>
<tr>
<td>B A 571</td>
<td>Strategic Management</td>
<td>2</td>
</tr>
</tbody>
</table>

**Summer Semester**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**MODULE V**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 880</td>
<td>Leadership Immersion</td>
<td>2</td>
</tr>
</tbody>
</table>
The proposed modified design of the Masters of Management and Organizational Leadership curriculum is based on the revised design and sequencing of the core resident MBA curriculum:

Required Courses (30 cr.)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 800</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>BA 801</td>
<td>Management</td>
<td>2</td>
</tr>
<tr>
<td>BA 802</td>
<td>Team Process &amp; Performance</td>
<td>1</td>
</tr>
<tr>
<td>BA 804</td>
<td>Ethical Leadership</td>
<td>2</td>
</tr>
<tr>
<td>BA 810</td>
<td>Supply Chain &amp; Operations</td>
<td>2</td>
</tr>
<tr>
<td>BA 811</td>
<td>Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>BA 512</td>
<td>Risk and Decisions</td>
<td>2</td>
</tr>
<tr>
<td>BA 815</td>
<td>Statistics</td>
<td>2</td>
</tr>
<tr>
<td>BA 817</td>
<td>Communications Skills for Leaders</td>
<td>4 (1 per mod)</td>
</tr>
<tr>
<td>BA 821</td>
<td>Managerial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>BA 831</td>
<td>Finance</td>
<td>2</td>
</tr>
<tr>
<td>BA 832</td>
<td>Global Business Environment</td>
<td>1</td>
</tr>
<tr>
<td>BA 533</td>
<td>Economics for Managers</td>
<td>2</td>
</tr>
<tr>
<td>BA 571</td>
<td>Strategic Management</td>
<td>2</td>
</tr>
<tr>
<td>BA 880</td>
<td>Leadership Immersion</td>
<td>2</td>
</tr>
</tbody>
</table>

Proposed Pattern of Course Scheduling for the M.P.S./Master of Professional Studies in Management and Organizational Leadership program

The following is an example schedule of classes and other events required for completion of the degree. The degree will require two semesters of full-time study with one starting point in the Fall semester. Each semester will consist of two half-semester modules.

**Fall Semester**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE I</td>
<td>B A 817 Communication Skills for Leaders</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B A 811 Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>B A 815 Business Statistics for Contemporary Decision Making</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>B A 802 Team Process &amp; Performance</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>BA 801 Management</td>
<td>2</td>
</tr>
<tr>
<td>MODULE II</td>
<td>B A 817 Communication Skills for Leaders</td>
<td>1</td>
</tr>
</tbody>
</table>
### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 810</td>
<td>Supply Chain and Operations</td>
<td>2</td>
</tr>
<tr>
<td>B A 533</td>
<td>Economics for Managers</td>
<td>2</td>
</tr>
<tr>
<td>B A 831</td>
<td>Introduction to Finance</td>
<td>2</td>
</tr>
</tbody>
</table>

**MODULE III**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 817</td>
<td>Communication Skills for Leaders</td>
<td>1</td>
</tr>
<tr>
<td>B A 571</td>
<td>Strategic Management</td>
<td>2</td>
</tr>
<tr>
<td>B A 512</td>
<td>Risk and Decisions</td>
<td>2</td>
</tr>
<tr>
<td>B A 832</td>
<td>Global Business Environment</td>
<td>1</td>
</tr>
<tr>
<td>BA 800</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
</tbody>
</table>

**MODULE IV**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>Managerial Accounting</td>
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<td>Ethical Leadership</td>
<td>2</td>
</tr>
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<td>B A 880</td>
<td>Leadership Immersion</td>
<td>2</td>
</tr>
</tbody>
</table>

This proposed design complies with the Graduate Council requirement of no more than 15 credits per semester and eliminates the need to finish the program in the summer semester.
**Leadership Development:** By exploring contemporary leadership styles and ongoing self-evaluation, students gain deep self-awareness and set goals for enhancing their own leadership skills.

- **Team-Based Learning:** Companies use high-functioning teams to solve today’s complex business problems. To prepare for this environment, students will participate in small teams throughout the program to learn, grow, and excel together.

- **Selective Peer Group:** The program will be highly selective, and each student will engage with professors and classmates in a dynamic, rigorous learning environment.

- **World-Class Faculty:** Students in the program will take classes from Smeal’s world-class faculty. Our professors are respected experts in their fields, renowned for their cutting-edge research and passion for teaching.

**B. New Courses**

There are no new courses proposed for the redesigned program.

**C. Graduate Bulletin Copy**

**Management and Organizational Leadership**

Dr. Brian H. Cameron, Associate Dean for Professional Graduate Program  
The Smeal College of Business  
220S Business Building  
814-863-1460

**Degree Conferred:**

M.P.S.

**Master of Professional Studies in Management and Organizational Leadership**

The Master of Professional Studies in Management and Organizational Leadership prepares graduates to stand out in a competitive job market by studying at a highly-reputed business school with some of the world’s leading academic thinkers and industry experts. This program provides students with the business, leadership, and organizational skills needed for effective change management, strategic management, and high-performance team development. Students will acquire the business skills needed to succeed in today’s dynamic work environments, gain a firm understanding of business issues and problems, and be prepared to become successful
leaders. The program is taught by the same world-class professors who teach our M.B.A. students. A solid foundation in strategy, decision analysis, management, accounting, marketing, operations, and finance will make graduates more attractive to hiring managers and enable them to advance more rapidly into management and leadership positions. These learning outcomes are achieved by a combination of lectures by faculty, invited guest lecturers, reading of key literature, individual and team projects, and practical involvement in a leadership immersion capstone experience.

Admission Requirements

Educational Background

Admission requirements listed here are in addition to requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

The student cohort reflects today’s international business environment, with selective admittance. With this in mind, the following are the admission requirements:

- Undergraduate bachelor’s degree from a regionally accredited institution
- GMAT or GRE scores
- Submission of a completed Graduate School Application for Admission, including:
  - Statement of Purpose: a 600 word essay articulating career and educational goals that demonstrate strong written communication skills
  - Résumé
  - Two letters of recommendation that attest to readiness for graduate study
- Official transcripts from all post-secondary institutions attended
- Work experience post-undergraduate graduation of 18 months or less
- Visa Application (International Candidates)

Candidates who have demonstrated a strong academic background may apply for a waiver of the GMAT/GRE requirement, which may be granted at the discretion of the program.

Language of Instruction

The language of instruction at Penn State is English. English proficiency test scores (TOEFL/IELTS) may be required for international applicants. Consult the English Proficiency section of the Graduate Bulletin Application and Admission Procedures page for more information.

Management and Organizational Leadership program applicants must have minimum TOEFL scores of:

- Internet-Based: 100
- Speaking Section: 20
- Paper-Based: 600
The minimum acceptable composite score for the IELTS for applicants to the Management and Organizational Leadership program is 7.0.

Degree Requirements

Requirements listed here are in addition to requirements stated in the DEGREE REQUIREMENTS section of the Graduate Bulletin.

Total required credits for the Master of Professional Studies in Management and Organizational Leadership program is 30 credits.

REQUIRED COURSES: (30 credits)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>BA 880</td>
<td>Leadership Immersion</td>
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</tr>
</tbody>
</table>

CULMINATING EXPERIENCE: 2 credits

- BA 880 Leadership Immersion

Employers need future leaders. Our Leadership Immersion course provides practical and hands-on exposure to leadership training and exercises that can be applied in a diverse range of professional environments and business settings. Leadership Immersion programs take students out of their comfort zones to experience leadership and teamwork from a different perspective. The Capstone course provides an opportunity to apply and integrate the knowledge and skills that were gained throughout the Master of Professional Studies in Management and Organizational Leadership program with strategic management and leadership concepts. A capstone paper is one of the major deliverables in this course.
Student Aid

Refer to the STUDENT AID section of the Graduate Bulletin. Students in this program are not eligible for graduate assistantships.

Courses

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

D. Consultation Responses

Penn State Erie, the Behrend College

From: Greg Filbeck <mgf11@psu.edu>
Sent: Monday, August 29, 2016 10:32 AM
To: Brian Cameron
Subject: RE: Masters of Management and Organizational Leadership Program Change Proposal

Thanks, Brian – looks great. Happy to support.

Greg

Dr. Greg Filbeck, CFA, FRM, CAIA, CIPM, PRM
Samuel P. Black III Professor of Finance and Risk Management
Interim Director, Black School of Business
Penn State Erie, the Behrend College
286 Burke
Erie, PA 16563

Penn State Harrisburg

From: Steve Schappe <sxs28@psu.edu>
Sent: Wednesday, September 7, 2016 1:07 PM
To: Brian Cameron
Subject: Re: Masters of Management and Organizational Leadership Program Change Proposal

Brian,
Thank you for the opportunity to review your proposed changes to the MPS in Management and Organizational Leadership. I understand the need to modify the MMOL to correspond to the revised design and sequencing of the Smeal resident MBA.

We have no objections to the proposal and are pleased to support it.

Regards,
Steve

Stephen P. Schappe, Ph.D.
Director, School of Business Administration
777 W. Harrisburg Pike
Middletown, PA 17057
717-948-6141
http://hbg.psu.edu/sba

Penn State Great Valley

From: JAMES A NEMES <jan16@psu.edu>
Sent: Friday, September 23, 2016 10:52 AM
To: Brian Cameron
Subject: RE: Masters of Management and Organizational Leadership Program Change Proposal

Brain,

Sorry for the delay. We have no objections to the proposed changes to the Smeal resident M.P.S in Management and Organizational Leadership. Best of luck with the proposal.

Jim

James A. Nemes, D.Sc.
Chancellor and Chief Academic Officer
Professor of Mechanical Engineering
School of Graduate Professional Studies
Penn State Great Valley
30 East Swedesford Road
Malvern, PA 19355-1443
Phone: 610-648-3335
Fax: 610-648-3377
Responses from the relevant committees at the Smeal College of Business

The Graduate Policy Committee at the Smeal College of Business has reviewed and approves the proposal for the redesigned MBA program.

The Advisory Committee at the Smeal College of Business has reviewed and approves the proposal for the redesigned MBA program.